

DOCUMENT RESUME

ED 066 504

TM 001 988

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TITLE Intermediate Social Studies: Behavioral Objectives and Test Items.
INSTITUTION Institute for Educational Research, Downers Grove, Ill.
PUB DATE 71
NOTE 301p.
AVAILABLE FROM Institute for Educational Research, 1406 West Maple Avenue, Downers Grove, Illinois 60515 (\$8.00)
EDRS PRICE MF-\$0.65 HC-\$13.16
DESCRIPTORS *Behavioral Objectives; Curriculum Development; *Elementary Grades; *Individualized Instruction; *Item Banks; Program Evaluation; *Social Studies
IDENTIFIERS ESEA Title III; *Evaluation for Individualized Instruction Project

ABSTRACT

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for elementary social studies. (CK)

INTERMEDIATE SOCIAL STUDIES BEHAVIORAL OBJECTIVES AND TEST ITEMS

EVALUATION FOR INDIVIDUALIZED INSTRUCTION

A Title III ESEA project
administered by
Downers Grove, Illinois
School District 99

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION

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1400 West Maple Avenue
Downers Grove, Illinois 60515
Phone: 312-971-2040

	Lang. Arts	Math.	Soc. Stud.	Science
Primary				
Intermediate			X	
Junior High				
High School				

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INTERMEDIATE SOCIAL STUDIES

BEHAVIORAL OBJECTIVES AND TEST ITEMS



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Mr. William Neidlinger, Project Associate
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Evaluation for Individualized Instruction Project

AN ESEA TITLE III PROJECT

Administered

by

Downers Grove Public School District 99

1971

BEHAVIORAL OBJECTIVE - TEST ITEM BANK

BACKGROUND

The Evaluation for Individualized Instruction Project, an ESEA Title III project administered by the Downers Grove, Illinois, School District 99, has developed an Objective-Item Bank covering sixteen sectors of four subject areas in each of four grade levels.

Subject Area

	LA	MA	SS	SC
1	11	12	13	14
2	21	22	23	24
3	31	32	33	34
4	41	42	43	44

LA = Language Arts

MA = Math

SS = Social Studies

SC = Science

1 = Primary

2 = Intermediate

3 = Junior High

4 = High School

Nearly 5000 behavioral objectives and over 27,000 test items based on these objectives were recently published as the culmination of this three-year project. The complete output of seventeen volumes totals over 4500 pages. These publications have been reproduced by the Institute for Educational Research to make them available at cost to teachers and administrators.

The objectives and items were written by over 300 elementary and secondary teachers, representing forty Chicago suburban school districts, who participated in workshops of three to nine weeks duration throughout the project. In these workshops they learned to write effective behavioral objectives and test items based on the objectives. The results of their work were edited for content and measurement quality to compile the largest pool of objectives and test items ever assembled.

PRINCIPLES AND MERITS

Unfortunately, the Objective-Item Bank is often viewed mainly as a source of test items. Although this is an important function, its greatest potential impact lies not in the availability of a multitude of test items, but rather in the ability of these items to measure carefully selected educational goals.

The almost frenetic search for test items on the part of some educators has been spurred by the current emphasis on measurement. Some educators have become so enamored with measurement that they seem more interested in obtaining a numerical index than examining what they are really trying to measure. Further, it is

not unusual for teachers to speak about a child obtaining a score of 95% on a particular test. Frequently, they encounter considerable difficulty in interpreting the real meaning of a score and are content to just accept its numeral value. A much more important question would seem to be: What are our goals of measurement? Unless we can answer this question precisely, the only real purpose that testing serves is to gather data concerning pupils to facilitate the marking of report cards. This is not to say that this function is not legitimate - it is rather to say that such a view of measurement is much too constricting. The goal of measurement should be to provide feedback both to the teacher and the child regarding the success or failure of the learning experiences in realizing specifically stated objectives.

One of the main strengths of the EII Objective and Item Bank is that all the items are directly tied to specifically stated objectives. Each group of items is designed to measure a specific objective and therefore provides the means whereby the teacher can obtain feedback on the success of the educational program.

It is disheartening to observe so many districts attacking the complex problem of curriculum development independently. One cannot help reflecting on the mammoth duplication of efforts involved. The Objective-Item Bank offers a possible alternative to this duplication. Utilizing its resources, the curriculum committee is provided with some point of departure. The efforts of three hundred teachers participating in the Evaluation Project's workshops and the thoughts of forty districts can be evaluated and utilized. This is not to suggest that any set of objectives should be viewed as the "answer" to an individual district's curricular problem but rather the efforts of others offer a convenient point of departure and may serve to stimulate diverse opinions about the direction of curricular thrust within the individual district. The words of Sir Isaac Newton seem appropriate; "If I have seen further, it is by standing upon the shoulder of giants." The efforts of others, whether we consider them giant-like or pygmyish, do offer a threshold to view the immense, complicated problem of curricular development in better perspective.

The title of an article in a recent educational journal, "If You're Not Sure Where You're Going, You're Liable to End up Somewhere Else," succinctly describes a continuing dilemma in our educational system. The vagueness of our goals often promotes the idea that "anything goes." Without a guiding beacon many classrooms become activity-centered rather than goal-oriented. One educator recently compared the all-too-typical classroom with Henry Ford's observation concerning history. He defined history as, "One damned thing after another." Is this true of the succession of activities within our classrooms? Does the teacher really know the educational purpose of each activity? Perhaps, even more importantly, do the children know the purpose?

The Objective-Item Bank offers a mechanism to assist teachers in stating more specifically the goals of their instructional program and further provides the means to determine the extent to which the objectives are accomplished. The specification of goals assists the teacher in discovering whether favored activities advance learning, or are merely time fillers; whether they get the "materials" across, or are merely perfunctory exercises.

Much discussion has been devoted to the topic of "why individualized instruction?" and occasionally some dialogue has even centered on the "how." But an even more basic question is one that is often ignored: "Individualize what?"

Many school districts mention their individualized programs in reading or mathematics. What is individualized within these programs? Are certain skills definitely identified? Is the practice of pretesting to determine the child's level of proficiency when he enters the program a guideline?

The Objective-Item Bank has two potential contributions to make to all school districts embarking on or presently engaged in individualized instruction programs. These contributions are: 1. A group of well-specified objectives which could form the "what" of the program. 2. A set of items designed to provide information on the degree of mastery of the objective.

APPLICATIONS AND TECHNIQUES

The versatility of the Objective-Item Bank is evident in the value and usability by both teachers and administrators.

To the Administration the Objective-Item Bank:

1. Provides an initial starting point for curriculum development. The existence of many objectives avoids the necessity of each district duplicating the efforts of another. The task of the curriculum committee becomes one of selecting and/or rejecting objectives from the Objective - Item Bank and then supplementing them with objectives developed at the local level. Past-participants of the Evaluation Project workshops would be valuable resource people in this endeavor.
2. Provides the instrumentation for program evaluation. The selection of items from those objectives representative of the main emphases of the local district provides the framework for the evaluation of the stated goals.

To the Teacher the Objective-Item Bank:

1. Provides the pooling of talent and imagination of teachers of varied experience and interests, thus avoiding the present duplication of effort.
2. Provides resources for more highly sensitized program evaluation instead of a battery of standardized tests. Since the objectives are tailored to the program, the associated test items can be used to determine precisely the efficacy of the instructional materials.
3. Provides the means whereby the teacher can become more acutely aware of that which he is seeking to have occur in his classroom and that which he will accept as evidence of its occurrence. Hopefully, as teachers become more aware of their goals, they will share these

objectives with children and let the pupils become acutely aware of that which is expected of them, ergo allowing them to seek their own modality of instruction for the realization of the stated goals.

4. Provides the nucleus of an individualized instruction program.

- a. It provides for more precise curriculum planning by differentiating those goals specific to each grade and even to each student. With the bank at their disposal, teachers are encouraged to become aware of their responsibilities in developing a set of basic objectives which every child must attain and a further set which can be pursued according to the students' abilities and interests.
- b. It provides several items per objective, some of which may be used as a pre-test to discover whether a student should undertake that objective while the remainder may be employed to measure the mastery of those students who do tackle the objective.

NOTES

Several of the volumes have been reproduced from punched cards by the IBM 407, a machine which does not print all characters exactly as they appear on a typewriter. Thus:

% is actually (

□ is actually)

0 is actually ? or !

Apostrophes cannot be printed.

The number immediately after the statement of each objective represents the number of items measuring attainment of that objective.

Information on the EII publications or purchase requests can be directed to:

INSTITUTE FOR EDUCATIONAL RESEARCH
1400 West Maple Avenue
Downers Grove, Illinois 60515

INTERMEDIATE SOCIAL STUDIES

GENERAL SOCIAL SCIENCE PROCEDURES AND PROCESSES

A. TERMINOLOGY

THE CHILD WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN THE TERMS INVENTION AND DISCOVERY BY 1. SELECTING EACH OF THEIR CORRECT DEFINITIONS FROM GIVEN LISTS. 2. APPLYING THESE DEFINITIONS TO GIVEN SITUATIONS. %40

DIRECTIONS-- CIRCLE THE LETTER OF THE CORRECT ANSWER.

A DISCOVERY IS SOMETHING THAT MAN

- *A. FINDS AND GAINS KNOWLEDGE OF.
- B. PRODUCES HIMSELF.
- C. IMAGINES ON HIS OWN.
- D. COPIES FROM HIS NEIGHBOR.

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AN INVENTION IS SOMETHING THAT MAN

- A. FINDS AND THEN LEARNS ABOUT.
- *B. MAKES UP OUT OF HIS HEAD.
- C. COPIES FROM HIS NEIGHBOR.
- D. ALL OF THE ABOVE

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FIRE IS CONSIDERED A

- A. INVENTION.
- B. CONVEYANCE.
- *C. DISCOVERY.
- D. ADAPTION.

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THE WHEEL IS CONSIDERED A

- *A. INVENTION.
- B. DISCOVERY.
- C. ACCIDENT.
- D. VEHICLE.

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2300331

THE PUPIL SHOWS A KNOWLEDGE OF THE TERMS APPLIED TO SOCIAL STUDIES CONTENT BY %A SELECTING THE CORRECT DEFINITION OF THE CONTENT AREAS AND %B CORRECTLY LABELING THE DESCRIPTIONS OF SUCH CONTENT AREAS. %20

0263

MATCH THE DESCRIPTION OF THE CONTENT WITH SUBJECT NAME BY PLACING THE LETTER ON THE LINE OPPOSITE THE NUMBER.

0022

GEOGRAPHY

- A. THE RECORD OF MAN'S PAST, AND HIS HERITAGE FROM THAT PAST
- *B. THE STUDY OF MAN AND HIS RELATIONSHIP TO HIS PHYSICAL ENVIRONMENT
- C. THE STUDY OF POPULATION AND ITS CHANGES, THE MIGRATIONS OF PEOPLE, AND COMMUNITY CUSTOMS
- D. HOW PEOPLE EARN A LIVING, HOW THEY TRADE, AND THE USE THEY MAKE OF THEIR NATURAL RESOURCES
- E. THE WAY PEOPLE LIVE TOGETHER UNDER LAWS, AND THE RIGHTS AND DUTIES OF CITIZENSHIP

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HISTORY

- *A. THE RECORD OF MAN'S PAST, AND HIS HERITAGE FROM THAT PAST
- B. THE STUDY OF MAN AND HIS RELATIONSHIP TO HIS PHYSICAL ENVIRONMENT
- C. THE STUDY OF POPULATION AND ITS CHANGES, THE MIGRATIONS OF PEOPLE, AND COMMUNITY CUSTOMS
- D. HOW PEOPLE EARN A LIVING, HOW THEY TRADE, AND THE USE THEY MAKE OF THEIR NATURAL RESOURCES
- E. THE WAY PEOPLE LIVE TOGETHER UNDER LAWS, AND THE RIGHTS AND DUTIES OF CITIZENSHIP.

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ECONOMICS

- A. THE RECORD OF MAN'S PAST, AND HIS HERITAGE FROM THAT PAST
- B. THE STUDY OF MAN AND HIS RELATIONSHIP TO HIS PHYSICAL ENVIRONMENT
- C. THE STUDY OF POPULATION AND ITS CHANGES, THE MIGRATIONS OF PEOPLE, AND COMMUNITY CUSTOMS
- *D. HOW PEOPLE EARN A LIVING, HOW THEY TRADE, AND THE USE THEY MAKE OF THEIR NATURAL RESOURCES
- E. THE WAY PEOPLE LIVE TOGETHER UNDER LAWS, AND THE RIGHTS AND DUTIES OF CITIZENSHIP

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GOVERNMENT AND CIVICS

- A. THE RECORD OF MAN'S PAST, AND HIS HERITAGE FROM THAT PAST
- B. THE STUDY OF MAN AND HIS RELATIONSHIP TO HIS PHYSICAL ENVIRONMENT
- C. THE STUDY OF POPULATION AND ITS CHANGES, THE MIGRATIONS OF PEOPLE, AND COMMUNITY CUSTOMS
- D. HOW PEOPLE EARN A LIVING, HOW THEY TRADE, AND THE USE THEY MAKE OF THEIR NATURAL RESOURCES
- E. THE WAY PEOPLE LIVE TOGETHER UNDER LAWS, AND THE RIGHTS AND DUTIES OF CITIZENSHIP

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SOCIOLOGY

- A. THE RECORD OF MAN'S PAST, AND HIS HERITAGE FROM THAT PAST
- B. THE STUDY OF MAN AND HIS RELATIONSHIP TO HIS PHYSICAL ENVIRONMENT
- *C. THE STUDY OF POPULATION AND ITS CHANGES, THE MIGRATIONS OF PEOPLE, AND COMMUNITY CUSTOMS
- D. HOW PEOPLE EARN A LIVING, HOW THEY TRADE, AND THE USE THEY MAKE OF THEIR NATURAL RESOURCES
- E. THE WAY PEOPLE LIVE TOGETHER UNDER LAWS, AND THE RIGHTS AND DUTIES OF CITIZENSHIP

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THE STUDY OF THE WAY PEOPLE LIVE TOGETHER UNDER LAWS AND OF THE RIGHTS AND DUTIES OF CITIZENSHIP IS

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A. HISTORY.

B. ECONOMICS.

*C. GOVERNMENT AND CIVICS.

D. SOCIOLOGY.

THE STUDY OF MAN AND HIS RELATIONSHIP TO HIS PHYSICAL ENVIRONMENT IS

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*A. GEOGRAPHY.

B. SOCIOLOGY.

C. GOVERNMENT AND CIVICS.

D. HISTORY.

THE RECORD OF MAN'S PAST AND HIS HERITAGE FROM THAT PAST IS

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A. CIVICS.

- B. SOCIOLOGY.
- C. ECONOMICS.
- *D. HISTORY.

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HOW PEOPLE EARN A LIVING, HOW THEY TRADE, AND THE USE THEY MAKE OF THEIR NATURAL RESOURCES ARE STUDIED IN

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- A. HISTORY.
- *B. ECONOMICS.
- C. SOCIOLOGY.
- D. GOVERNMENT.

THE STUDY OF POPULATION AND ITS CHANGES, THE MIGRATIONS OF PEOPLE, AND COMMUNITY CUSTOMS IS

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- A. GEOGRAPHY.
- B. HISTORY.
- *C. SOCIOLOGY.
- D. ECONOMICS.

WAYS OF PROVIDING FOR RELIGIOUS, EDUCATIONAL, AND RECREATIONAL NEEDS OF THE FAMILY AND COMMUNITY ARE STUDIED IN

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- A. HISTORY.
- B. GEOGRAPHY.
- *C. SOCIOLOGY.
- D. ECONOMICS.

WHO PAYS TAXES, HOW THEY ARE LEVIED, HOW THEY ARE COLLECTED AND HOW THEY ARE USED TO BENEFIT ALL PEOPLE ARE STUDIED IN

2301240
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- A. ECONOMICS.
- *B. GOVERNMENT.
- C. SOCIOLOGY.
- D. HISTORY.

WAYS OF EARNING A LIVING IN DIFFERENT PARTS OF OUR COUNTRY ARE INCLUDED IN A STUDY OF

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- A. GEOGRAPHY.
- B. SOCIOLOGY.
- *C. ECONOMICS.
- D. GOVERNMENT.

CONDITIONS LIKE THE USE OF NATURAL RESOURCES, MEANS OF TRANSPORTATION, WAR AND PEACE THAT INFLUENCE TRADE ARE LEARNED IN

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- A. GEOGRAPHY.
- B. SOCIOLOGY.
- C. HISTORY.
- *D. ECONOMICS.

THE TOOLS OF * * ARE GLOBES, MAPS, VARIOUS MAP PROJECTIONS, LONGITUDE AND LATITUDE.

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- A. SOCIOLOGY
- B. CIVICS
- *C. GEOGRAPHY
- D. HISTORY

BIOGRAPHIES OF GREAT WORLD LEADERS IN WAR, IN GOVERNMENT, IN RELIGION, IN SCIENCE, INVENTION AND THE ARTS BELONG TO THE STUDY OF

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- A. GEOGRAPHY.
- *B. HISTORY.
- C. GOVERNMENT.
- D. CIVICS.

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE PROCEDURES OF
AN ANTHROPOLOGIST BY SELECTING STATEMENTS WHICH *BEST* SHOW WHAT
HE DOES FROM A GIVEN LIST. 840

0001

CIRCLE THE LETTER OF THE *BEST* ANSWER TO EACH STATEMENT BELOW.

THE *BEST* WAY FOR AN ANTHROPOLOGIST TO LEARN ABOUT A GROUP OF
PEOPLE IS TO

1420

- A. ASK MISSIONARIES WHO LIVE NEAR THE PEOPLE.
- *B. LIVE WITH THE PEOPLE FOR A PERIOD OF TIME.
- C. WATCH A MOVIE OF THE PEOPLE.
- D. READ A BOOK ABOUT THE PEOPLE.

BECAUSE OF THE WORK HE DOES AN ANTHROPOLOGIST CAN *BEST* BE
CALLED A/N

1421

- *A. PARTICIPANT OBSERVER.
- B. HISTORIAN.
- C. WRITER.
- D. READER.

BEFORE AN ANTHROPOLOGIST GOES INTO FIELD STUDY THE *BEST* THING
FOR HIM TO LEARN ABOUT THE PEOPLE WOULD BE THEIR.

1422

- A. VALUES.
- B. MANNERS.
- *C. LANGUAGE.
- D. SOCIAL ORGANIZATION.

THE *BEST* WAY FOR AN ANTHROPOLOGIST TO REMEMBER WHAT HE HAS
LEARNED ABOUT A GROUP OF PEOPLE IS TO TAKE NOTES WHICH ARE

1423

- A. SHORT.
- *B. DETAILED.
- C. FEW.
- D. LONG.

THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE VARIOUS CULTURAL
UNIVERSALS BY IDENTIFYING THESE UNIVERSALS. 890

0002

READ EACH STATEMENT BELOW. CIRCLE THE LETTER WHICH IDENTIFIES THE
CULTURAL UNIVERSAL.

LEARNING TO TIE A SHOE IS AN EXAMPLE OF

1424

- A. SOCIAL ORGANIZATION.
- B. TECHNOLOGY.
- C. MANNERS.
- *D. ENCULTURATION.

TREATING OTHERS LIKE YOU WOULD WANT TO BE TREATED IS AN EXAMPLE
OF

1425

- A. SOCIAL ORGANIZATION.
- B. VALUES.
- *C. MANNERS.
- D. GAMES.

USING MONEY TO BUY GROCERIES IS AN EXAMPLE OF

1426

- A. TECHNOLOGY.

- B. VALUES.
- *C. ECONOMICS.
- D. MANNERS.

USING A TRACTOR TO PLOW A FIELD IS AN EXAMPLE OF

1427

- A. ECONOMICS.
- *B. TECHNOLOGY.
- C. VALUES.
- D. MANNERS.

BELIEVING THAT OUR COUNTRY IS THE *BEST* IS AN EXAMPLE OF

1428

- A. SOCIAL ORGANIZATION.
- B. MANNERS.
- C. TECHNOLOGY.
- *D. VALUES.

TRADING A SPEAR FOR A BOW AND ARROW IS AN EXAMPLE OF

1429

- *A. ECONOMICS.
- B. TECHNOLOGY.
- C. VALUES.
- D. GAMES.

LIVING IN A CITY IS AN EXAMPLE OF

1430

- *A. SOCIAL ORGANIZATION.
- B. MANNERS.
- C. VALUES.
- D. ECONOMICS.

BELONGING TO THE GIRL SCOUTS IS AN EXAMPLE OF

1431

- A. MANNERS.
- *B. SOCIAL ORGANIZATION.
- C. GAMES.
- D. LANGUAGE.

BUILDING A SCHOOL IS AN EXAMPLE OF

1432

- A. MANNERS.
- B. GAMES.
- C. ECONOMICS.
- *D. TECHNOLOGY.

GIVEN THE DEFINITION OF THE TERM ENCULTURATION, THE STUDENT WILL BE ABLE TO ANALYZE STATEMENTS AND SELECT THOSE WHICH DESCRIBE HIS ENCULTURATION. \$10M

0006

READ THE DEFINITION CAREFULLY. PUT AN *E* IN FRONT OF THE STATEMENTS THAT ARE EXAMPLES OF *YOUR* ENCULTURATION.

ENCULTURATION IS THE PROCESS BY WHICH A PERSON LEARNS THE CULTURE OF *HIS GROUP* FROM BIRTH.

LEARNING TO RIDE A BIKE. *F

1437

LEARNING TO TIE YOUR SHOES. *E

1438

HAVING A TOOTH PULLED.

1439

LEARNING TO SPEAK GERMAN.

1440

LEARNING TO TALK. *E

1441

LEARNING TO THROW A SPEAR.

1442

LEARNING TO DRESS. *E

1443

LEARNING TO SEARCH FOR FOOD.

1444

LEARNING TO WRITE.. *F

1445

HAVING A BROKEN ARM.

1446

THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE TERMS *NUCLEAR FAMILY* AND *EXTENDED FAMILY* BY SELECTING EXAMPLES OF EACH. #40

0004

READ EACH STATEMENT BELOW. CIRCLE THE LETTER THAT COMPLETES EACH STATEMENT.

AN EXAMPLE OF A NUCLEAR FAMILY IS

1433

- A. MR. GREEN AND HIS SON.
- *B. MR. AND MRS. GREEN AND THEIR CHILDREN.
- C. MR. AND MRS. BLACK, THEIR FOUR CHILDREN AND MR. BLACK'S PARENTS.
- D. MRS. ORANGE AND HER TWO DAUGHTERS.

AN EXAMPLE OF AN EXTENDED FAMILY IS

1434

- A. MR. GREEN AND HIS SON.
- B. MR. AND MRS. GREEN AND THEIR CHILDREN.
- C. MISS ORANGE, HER SISTER MARY, THE THEIR MOTHER.
- *D. MR. AND MRS. BLACK, THEIR CHILDREN AND MR. BLACK'S PARENTS.

THE AMERICAN FAMILY CAN *BEST* BE DESCRIBED AS

1435

- *A. NUCLEAR.
- B. EXTENDED.

FOR THE *MOST* PART THE ARUNTA FAMILY IS

1436

- *A. NUCLEAR.
- B. EXTENDED.

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF THE MEANING OF ETHNOCENTRISM BY IDENTIFYING A FACTOR CAUSING DISHARMONY BETWEEN TWO CULTURES IN A GIVEN SITUATION. #10

0169

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

ONE REASON WHY THE COLONIAL AMERICANS AND THE INDIANS DID NOT ALWAYS GET ALONG WAS THAT

2300581

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2300581

- A. THE INDIANS ENJOYED GOING ON THE WARPATH AGAINST THE FOOD PRODUCERS.

- B. THE AMERICAN COLONISTS FELT THEY MUST CONQUER THE INDIANS FOR GOD AND KING.

- *C. THE AMERICAN COLONISTS FELT THAT THEIR WAYS OF LIFE WERE BETTER THAN THOSE OF THE FOOD GATHERING INDIANS.
 D. THE INDIANS COULD NEITHER READ NOR WRITE THE TREATIES AS THEY WERE NOT AS INTELLIGENT AS THE COLONISTS.

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THE PUPIL CAN DEMONSTRATE HIS KNOWLEDGE OF TERMS USED TO DEFINE OR LABEL SOCIAL PROBLEMS IN THE UNITED STATES TODAY BY MATCHING THE TERM TO THE PHRASE WHICH BEST REPRESENTS THE DEFINITION. 120

0261

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

DENIAL OF CERTAIN RIGHTS AND FREEDOMS TO MINORITY GROUPS IS

2301214
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- A. SEGREGATION.
 *B. DISCRIMINATION.
 C. PREJUDICE.

EQUAL VOTING AND EMPLOYMENT OPPORTUNITIES ARE REFERRED TO AS

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 2301215

- *A. CIVIL RIGHTS.
 B. INALIENABLE RIGHTS.
 C. UNCONSTITUTIONAL RIGHTS.

SEPARATION OF A GROUP BY LAW OR CUSTOM IS REFERRED TO AS

2301216
 2301216
 2301216
 2301216

- A. PREJUDICE.
 *B. SEGREGATION.
 C. CIVIL RIGHTS.

A COMMUNITY WHERE PEOPLE HAVE LITTLE MONEY AND FEW JOBS ARE AVAILABLE IS A

2301217
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- A. RURAL AREA.
 *B. DEPRESSED AREA.
 C. URBAN AREA.

NATURAL RIGHTS THAT A PERSON CANNOT GIVE UP OR TRANSFER TO THE GOVERNMENT ARE

2301218
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 2301218

- *A. INALIENABLE RIGHTS.
 B. CIVIL RIGHTS.
 C. SOCIAL PROBLEMS.

DISLIKE OF A PERSON BECAUSE OF THE GROUP TO WHICH HE BELONGS IS

2301219
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 2301219

- A. SEGREGATION.
 B. DISCRIMINATION.
 *C. PREJUDICE.

A SOCIETY WHERE CITIZENS HAVE A CHANCE TO HELP MAKE IMPORTANT DECISIONS ON POLITICAL ISSUES IS CALLED A

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 2301220

- A. GOVERNMENT.
 *B. DEMOCRACY.
 C. CAMPAIGN.

SEGREGATION

2301221

A. DENIAL OF CERTAIN RIGHTS AND FREEDOMS TO MINORITY GROUPS

2301221

*B. SEPARATION OF A GROUP BY LAW OR CUSTOM

2301221

C. NATURAL RIGHTS THAT A PERSON CANNOT GIVE UP OR TRANSFER TO

2301221

THE GOVERNMENT

2301221

D. DISLIKE OF A PERSON BECAUSE OF THE GROUP TO WHICH HE BELONGS

2301221

2301221

E. THE RIGHT TO VOTE AS ENFORCED BY LAW	2301221
DISCRIMINATION	2301222
*A. DENIAL OF CERTAIN RIGHTS AND FREEDOMS TO MINORITY GROUPS	2301222
B. SEPARATION OF A GROUP BY LAW OR CUSTOM	2301222
C. NATURAL RIGHTS THAT A PERSON CANNOT GIVE UP OR TRANSFER TO THE GOVERNMENT	2301222
D. DISLIKE OF A PERSON BECAUSE OF THE GROUP TO WHICH HE BELONGS	2301222
E. THE RIGHT TO VOTE AS ENFORCED BY LAW	2301222
PREJUDICE	2301223
A. DENIAL OF CERTAIN RIGHTS AND FREEDOMS TO MINORITY GROUPS	2301223
B. SEPARATION OF A GROUP BY LAW OR CUSTOM	2301223
C. NATURAL RIGHTS THAT A PERSON CANNOT GIVE UP OR TRANSFER TO THE GOVERNMENT	2301223
*D. DISLIKE OF A PERSON BECAUSE OF THE GROUP TO WHICH HE BELONGS	2301223
E. THE RIGHT TO VOTE AS ENFORCED BY LAW	2301223
CIVIL RIGHTS	2301224
A. DENIAL OF CERTAIN RIGHTS AND FREEDOMS TO MINORITY GROUPS	2301224
B. SEPARATION OF A GROUP BY LAW OR CUSTOM	2301224
C. NATURAL RIGHTS THAT A PERSON CANNOT GIVE UP OR TRANSFER TO BELONGS	2301224
*D. THE RIGHT TO VOTE AS ENFORCED BY LAW	2301224
INALIENABLE RIGHTS	2301225
A. DENIAL OF CERTAIN RIGHTS AND FREEDOMS TO MINORITY GROUPS	2301225
B. SEPARATION OF A GROUP BY LAW OR CUSTOM	2301225
*C. NATURAL RIGHTS THAT A PERSON CANNOT GIVE UP OR TRANSFER TO THE GOVERNMENT	2301225
D. DISLIKE OF A PERSON BECAUSE OF THE GROUP TO WHICH HE BELONGS	2301225
E. THE RIGHT TO VOTE AS ENFORCED BY LAW	2301225

THE STUDENT WILL BE ABLE TO RECOGNIZE AND APPLY THE MEANING OF THE TERM DISCRIMINATION BY RECOGNIZING ITS RELATIONSHIP IN VARIOUS SITUATIONS. §11 0323

DIRECTIONS - FOR EACH STATEMENT LISTED DECIDE WHETHER OR NOT A DISCRIMINATORY REMARK HAS BEEN MADE. CIRCLE *D* FOR DISCRIMINATORY AND *C* FOR NON DISCRIMINATORY. 0048

HI. DAD. *C 2185

WHAT HAPPENED TO YOU? *C 2186

NOTHING. WHY? *C 2187

YOU KIDS ARE ALL ALIKE. *D 2188

WHAT DO YOU MEAN? *C 2189

YOU, HIPPIES, WITH YOUR LONG HAIR? *D 2190

PEOPLE DON'T UNDERSTAND US. *D 2191

WE'LL MAKE ME UNDERSTAND. *C 2192

I WEAR MY HAIR LONG BECAUSE I LIKE IT THAT WAY. *C

2193

YOU KIDS ARE GOING TO THE DOGS. *D

2194

THE TERM-DISCRIMINATION CAN INCLUDE JUDGING A PERSON AS ALL OF FOLLOWING *EXCEPT*

2195

A. A PART OF A GROUP.

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B. A MEMBER OF A FAMILY.

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*C. AN INDIVIDUAL.

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D. A PARTICIPANT OF A RELIGION.

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE DEFINITIONS OF OF TERMS ECONOMIC HARDSHIP, POLITICAL INJUSTICE, AND RELIGIOUS PERSECUTION, BY APPLYING THEM TO THE APPROPRIATE SITUATION. %30

CHECK THE ANSWER WHICH BEST COMPLETES EACH STATEMENT.

THE QUAKERS WERE ARRESTED BECAUSE THEY DISAGREED WITH THE CHURCH OF ENGLAND. THIS IS AN EXAMPLE OF

2301429

A. ECONOMIC HARDSHIP.

2301429

B. POLITICAL INJUSTICE.

2301429

*C. RELIGIOUS PERSECUTION.

2301429

2301429

THE PEOPLE WHO DISAGREED WITH HITLER'S IDEAS ABOUT HOW TO RUN THE COUNTRY WERE THROWN INTO CONCENTRATION CAMPS. THIS IS AN EXAMPLE OF

2301430

A. ECONOMIC HARDSHIP.

1430

*B. POLITICAL INJUSTICE.

2301430

C. RELIGIOUS PERSECUTION.

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2301430

MANY OF THE PEOPLE WHO CAME TO THE COLONY OF GEORGIA WERE UNABLE TO PAY THEIR DEBTS IN ENGLAND. THIS IS AN EXAMPLE OF

2301431

*A. ECONOMIC HARDSHIP.

2301431

B. POLITICAL INJUSTICE.

2301431

C. RELIGIOUS PERSECUTION.

2301431

2301431

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE DEFINITION OF TERMS AS THEY RELATE TO THE SUBJECT AND/OR CAUSES OF POVERTY BY IDENTIFYING DEFINITIONS OF THE TERMS. %15

0333

DIRECTIONS - CIRCLE THE LETTER OF THE BEST ANSWER.

A PERSON WHO IS LACKING IN FRIENDSHIPS WITH OTHERS IS POOR

2254

A. CULTURALLY.

2254

*B. SOCIALLY.

2254

C. ECONOMICALLY.

2254

D. EDUCATIONALLY.

2254

JOHN JONES WAS REJECTED BY THE ARMY BECAUSE HE ONLY WENT TO THE 6TH GRADE. THEY SAID HE WAS POOR

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A. CULTURALLY.

2255

B. SOCIALLY.

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C. ECONOMICALLY.

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*D. EDUCATIONALLY.

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WHICH OF THE FOLLOWING WOULD BE THE BEST DEFINITION FOR PREJUDICE

- A. BILL DISLIKES JOHN BECAUSE HE STOLE HIS BOOK.
- *B. JOHN DISLIKES BILL BECAUSE HE IS TOO RELIGIOUS.
- C. SALLY LIKES MARY BECAUSE THEY BOTH LIKE DOLLS.
- D. SHIRLEY LIKES LES BECAUSE HE LIKES THE SAME SUBJECT IN SCHOOL.

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WHICH OF THE FOLLOWING EXAMPLES WOULD BEST REPRESENT THE DEFINITION FOR TECHNOLOGY

- *A. A MAN USING A COMPUTER
- B. A WOMAN COOKING A MEAL
- C. A BARBER CUTTING HAIR
- D. A BOY RAKING LEAVES

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IN 1930 THERE WAS A

- A. GREAT WORLD WAR.
- *B. GREAT WORLD DEPRESSION.
- C. GREAT WORLDS FAIR.
- D. GREAT WORLD SURPLUS OF FOOD.

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WE USUALLY THINK OF THE PEOPLE IN AMERICA WHO ARE CALLED POOR AS THOSE WHO ARE *MAINLY*

- A. LACKING IN EDUCATION.
- *B. LACKING IN MONEY.
- C. LACKING IN HAPPINESS.
- D. LACKING IN JOB SECURITY.

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ANTI-POVERTY PROGRAMS FIGHT THE PROBLEM OF THE POOR BY

- A. GIVING THEM MONEY TO MEET THEIR BASIC NEEDS.
- *B. TRAINING INDIVIDUALS TO BECOME RESOURCES FOR OTHERS.
- C. GIVING THEM FOOD, CLOTHING, SHELTER.

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THE NATIVES OF APPALACHIA ARE DESCENDANTS OF THE

- *A. PIONEERS.
- B. INDIANS.
- C. SPANISH.

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THE TERM APPALACHIA REFERS TO

- *A. AN EASTERN MOUNTAIN RANGE.
- B. A WESTERN MOUNTAIN RANGE.
- C. A SOUTH WESTERN DESERT REGION.
- D. A COUNTRY SOUTH OF NORTH AMERICA.

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PEOPLE SETTLE IN APPALACHIA REGION BECAUSE OF

- A. INDUSTRY.
- B. WATER SUPPLY.
- *C. DEPOSITS OF COAL.
- D. HOUSES AVAILABLE.

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THE POOR CHILD MANY TIMES SUFFERS FROM DEFEAT AND FAILURE.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

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POVERTY, IGNORANCE OR FAMILY DISORGANIZATION DOES NOT HINDER A CHILDS ABILITY TO LEARN.

- A. PROBABLY TRUE
- *B. PROBABLY FALSE
- C. CAN'T SAY

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JOB CORPS IS A PROGRAM TO

- A. TRAIN THE AGED.
- B. TRAIN WOMEN IN SKILLS OF TEACHING.
- *C. TRAIN UNEMPLOYED YOUNG PEOPLE.
- D. TRAIN HANDICAPPED CHILDREN.

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THE NEIGHBORHOOD YOUTH CORPS CREATES

- A. MACHINERY IN LOCAL FACTORIES.
- B. JOBS TO KEEP THE CITIES CLEAN.
- *C. FULL OR PART TIME JOBS FOR THOSE IN SCHOOL.
- D. EMPLOYMENT AGENCIES FOR POOR.

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THE WORK STUDY PROGRAM ENABLES

- A. HIGH SCHOOL STUDENTS TO WORK.
- *B. COLLEGE STUDENTS TO WORK.
- C. HIGH SCHOOL GRADUATES TO FIND JOBS.
- D. COLLEGE GRADUATES TO WORK.

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THE STUDENT WILL BE ABLE TO IDENTIFY THE CAUSES FOR POVERTY BY
SELECTING THEM FROM A GIVEN SITUATION. \$40

0334

DIRECTIONS - CIRCLE THE LETTER OF THE BEST ANSWER.

THERE IS A LONG LINE OF PEOPLE STANDING IN FRONT OF THE WELFARE
OFFICE WAITING TO PICK UP A RELIEF CHECK. EACH IS THERE FOR A
PARTICULAR REASON.

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MR. SMITH IS ONE OF 100 PEOPLE LAID OFF OF WORK FROM A LOCAL
FACTORY.

- A. RACIAL PREJUDICE
- B. PHYSICALLY HANDICAPPED
- C. OVER POPULATION
- *D. TECHNOLOGICAL DISPLACEMENT

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MARY BROWN, A BLACK GIRL, JUST GRADUATED FROM COLLEGE, LIVES IN
THE INNER CITY AND WAS UNABLE TO GET A TEACHING POSITION IN A
SUBURBAN SCHOOL DISTRICT.

- A. OLD AGE
- B. ENVIRONMENTAL ISOLATION
- C. UNSTABLE ECONOMY
- *D. RACIAL PREJUDICE

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MR. WATSON HAS A COUPLE OF YEARS OF COLLEGE, LIVES IN THE INNER
CITY, AND WAS UNABLE TO GET A TEACHING POSITION IN A SUBURBAN
SCHOOL DISTRICT.

- *A. LACK OF EDUCATION
- B. LACK OF NATURAL RESOURCES
- C. TECHNOLOGICAL DISPLACEMENT
- D. UNSTABLE ECONOMY

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MR. HILLINGS, A MAN IN HIS TWENTIES, HAS FOUND THAT THERE ARE
JUST NOT ENOUGH JOBS AVAILABLE IN HIS REGION OF THE COMMUNITY.

- A. PHYSICALLY HANDICAPPED
- B. RACIAL PREJUDICE
- *C. OVER POPULATION
- D. LACK OF EDUCATION

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THE STUDENT WILL BE ABLE TO IDENTIFY THE ROLE OF THE HISTORIAN BY
SELECTING ACTIVITIES IN WHICH THE HISTORIAN IS INVOLVED. 55n

0318

DIRECTIONS - CIRCLE THE CORRECT ANSWER FROM THE GIVEN LIST OF
CHOICES.

AN HISTORIAN WOULD FIND OUT IF A PAINTING OF A MEXICAN VILLAGE IS
ACCURATE BY ALL OF FOLLOWING *EXCEPT*

2123

- A. VISITING THE VILLAGE.
- B. COMPARING IT WITH A PHOTOGRAPH.
- *C. LOOKING AT OTHER WORKS OF THIS PAINTER.
- D. READING ABOUT THE VILLAGE.

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AN HISTORIAN WOULD FIND OUT IF A DRAWING OF GEORGE WASHINGTON WAS
ACCURATE BY

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- *A. LOOKING AT OTHER PAINTINGS OF WASHINGTON.
- B. WATCHING A MOVIE ABOUT WASHINGTON.
- C. READING WASHINGTON'S DIARY.
- D. READING A COLONIAL TEXTBOOK.

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IF AN HISTORIAN IS CONFRONTED WITH A CONFLICT OF PRIMARY
SOURCES, HE SHOULD DO ALL OF THE FOLLOWING *EXCEPT*

2125

- A. SEARCH FOR ADDITIONAL INFORMATION.
- B. DETERMINE THE BIAS OF EACH SOURCE.
- C. INTERPRET THE INFORMATION.
- *D. SELECT THE ONE HE LIKES BEST.

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IF AN HISTORIAN IS LOOKING FOR THE ANSWER TO A QUESTION, HE WOULD
DO ALL OF THE FOLLOWING *EXCEPT*

2126

- A. LOCATE MANY SOURCES ON THE TOPIC.
- *B. ACCEPT THE FIRST ANSWER HE FINDS.
- C. EVALUATE THE INFORMATION.
- D. STATE HIS OPINION AND EVIDENCE.

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WITH EACH SOURCE OF INFORMATION, AN HISTORIAN SHOULD DO ALL OF
THE FOLLOWING *EXCEPT*

2127

- A. CHECK IT WITH OTHER SOURCES AVAILABLE.
- B. DETERMINE THE BIAS OF THE SOURCE.
- C. GIVE HIS OPINION OF THE SOURCE.
- *D. DISCARD IT IF IT DISAGREES WITH ANOTHER SOURCE.

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THE STUDENT WILL BE ABLE TO IDENTIFY AND DISTINGUISH BETWEEN
PRIMARY AND SECONDARY SOURCES BY CLASSIFYING EXAMPLES. 12a

0320

DIRECTIONS - CLASSIFY THE FOLLOWING SOURCES BY ENCIRCLING *A* FOR
PRIMARY AND *B* FOR SECONDARY.

0045

TEXTBOOK ON U.S. HISTORY

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- A.
- *B.

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MAGAZINE ARTICLE ENTITLED, GEORGE WASHINGTON, WRITTEN BY
RICHARD NIXON

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*R.	2136
MAGAZINE ARTICLE ENTITLED, J. F. KENNEDY, WRITTEN BY ROBERT KENNEDY	2137
A.	2137
*R.	2137
DIARY OF A PRIVATE IN WORLD WAR II	2138
A.	2138
R.	2138
OIL PAINTING OF DINOSAURS	2139
A.	2139
*R.	2139
PHOTOGRAPH OF THE LANDING OF MEN ON THE MOON	2140
A.	2140
R.	2140
ENCYCLOPEDIA ACCOUNT OF THE FOUNDING OF JAMESTOWN	2141
A.	2141
*R.	2141
TREATY SIGNED BY PILGRIMS AND INDIANS	2142
A.	2142
R.	2142
THE MAYFLOWER COMPACT	2143
A.	2143
R.	2143
PLAY ENTITLED COLUMBUS	2144
A.	2144
*R.	2144
TAPE RECORDING OF AFRICAN TRIBAL MUSIC	2145
A.	2145
R.	2145
SPOON USED DURING THE AMERICAN COLONIAL PERIOD	2146
A.	2146
R.	2146
A PRIMARY SOURCE MEANS	2147
A. THE FIRST INFORMATION FOUND.	2147
B. THE MOST IMPORTANT MATERIAL.	2147
*C. AN EYEWITNESS ACCOUNT.	2147
D. FIRST GRADE MATERIAL.	2147

THE STUDENT WILL BE ABLE TO DISTINGUISH BETWEEN PRIMARY AND SECONDARY SOURCES BY CLASSIFYING EXAMPLES. 825 0351

DIRECTIONS - CLASSIFY THE FOLLOWING SOURCES BY ENCIRCLING *A* FOR PRIMARY OR *B* FOR SECONDARY TO THE LEFT OF EACH ITEM. 0064

THE TREATY OF VERSAILLES. *A 2410

GONE WITH THE WIND BY MARGARET MITCHELL, A NOVEL DEPICTING 2411

CONDITIONS IN THE SOUTH AT THE TIME OF THE CIVIL WAR. *B	2411
A NEWSPAPER EDITORIAL CONCERNING THE MUNICH PACT OF 1938. *B	2412
NAPOLEON, A BIOGRAPHY WRITTEN BY EMIL LUDWIG. *B	2413
THE CONSTITUTION OF THE UNITED STATES. *A	2414
THE CONGRESSIONAL RECORD. *A	2415
THE ROSETTA STONE USED AS A KEY TO THE EARLY EGYPTIAN LANGUAGE. *A	2416 2416
ADOLPH HITLER'S AUTOBIOGRAPHY, *MEIN KAMPF.* *A	2417
IVANHOE, A NOVEL WRITTEN BY SIR WALTER SCOTT. *B	2418
A HISTORY TEXTBOOK. *B	2419
GEORGE WASHINGTON'S DIARY. *A	2420
BAKED CLAY TABLETS INSCRIBED WITH CUNEIFORM CHARACTERS, USED ABOUT 3500 YEARS AGO BY WRITERS. *A	2421 2421
PAUL REVERE'S RIDE, A POEM WRITTEN BY TENNYSON. *B	2422
THE *DICTIONARY OF AMERICAN BIOGRAPHY*. *B	2423
THE CHARGE OF LIGHT BRIGADE, A POEM WRITTEN BY TENNYSON. *B	2424
A PHOTOGRAPH OF THE BURNING OF THE AIRSHIP HINDENBURG. *A	2425
A PAPYRUS ROLL USED BY THE EGYPTIANS. *A	2426
RADIO BROADCAST OF THE SIGNING OF THE MAGNA CARTA. *B	2427
TV BROADCAST OF THE DEMOCRATIC PRESIDENTIAL NOMINATING CONVENTION. *A	2428 2428
A TELEVISED BROADCAST OF A BASEBALL GAME. *A	2429
A DESCRIPTION OF HOW THE CAVE DWELLERS MIXED THE PAINTS THEY USED TO DRAW PICTURES ON THE WALLS OF THEIR CAVES. *B	2430 2430
A LIST OF CANDIDATES ON AN ELECTION BALLOT. *A	2431
A NEWS COMMENTATOR'S ACCOUNT OF HOW THE RUSSIAN DELEGATES WERE INSTRUCTED TO VOTE IN THE UNITED NATIONS SESSION. *B	2432 2432
A HISTORICAL MOTION PICTURE SHOWING THE EFFECT ON THE INDIANS OF THE SIGHT OF THE FIRST SPANISH SHIPS IN THE NEW WORLD. *B	2433 2433
A SALES SLIP FROM A GROCERY STORE, LISTING PURCHASES AND PRICES MADE ON A TELEPHONED GROCERY ORDER. *A	2434 2434

THE STUDENT WILL BE ABLE TO ANALYZE VARIOUS SOURCES BY SELECTING THE MOST HISTORICALLY VALUABLE SOURCE OF INFORMATION FOR A PARTICULAR EVENT. *40

0325

DIRECTIONS - IN THE FOLLOWING ITEMS, SELECT THE SOURCE AN HISTORIAN WOULD CONSIDER TO BE THE MOST VALUABLE IN ANSWERING THE GIVEN QUESTION.

0049

WHO FIRST SET FOOT ON THE MOON

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- A. PHOTOGRAPH
- B. NEWSPAPER ARTICLE
- C. EYE WITNESS ACCOUNT
- *D. LIVE BROADCAST

WHO FIRST SET FOOT ON THE NORTH POLE

2198

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- A. OIL PAINTING
- B. TEXTBOOK
- *C. EYEWITNESS ACCOUNT
- D. ALASKAN NEWSPAPER

WHO STARTED THE REVOLUTIONARY WAR

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- *A. LETTERS BETWEEN KING GEORGE III AND THE COLONISTS
- B. DIARY OF A SOLDIER IN THIS WAR
- C. DECLARATION OF INDEPENDENCE
- D. COLONIAL NEWSPAPER

WHY DID QUEEN ISABELLA SUPPORT COLUMBUS, VOYAGED

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- A. LETTERS BETWEEN QUEEN ISABELLA AND COLUMBUS
- B. BIOGRAPHY OF QUEEN ISABELLA
- *C. DIARY OF QUEEN ISABELLA
- D. DOCUMENT OF QUEEN ISABELLA'S FINANCIAL MATTERS

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE TERMS USED IN BASIC ECONOMICS BY MATCHING THE DEFINITIONS WITH THE TERMS. #100

0010

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

PROVIDE GOODS AND SERVICES

1464

- A. BASIC NEEDS
- B. BARTER
- C. CONSUMER
- D. CORPORATION
- E. INDUSTRY
- F. MONETARY SYSTEM
- *G. PRODUCER
- H. PROFIT
- I. SPECIALIZATION
- J. STOCK
- K. STOCKHOLDER

SHARES IN A COMPANY

1465

- A. BASIC NEEDS
- B. BARTER
- C. CONSUMER
- D. CORPORATION
- E. INDUSTRY
- F. MONETARY SYSTEM
- G. PRODUCER
- H. PROFIT
- I. SPECIALIZATION

- J. STOCK
- *K. STOCKHOLDER

MORE EFFICIENT THAN WORKING ALONE

14

- A. BASIC NEEDS
- B. BARTER
- C. CONSUMER
- D. CORPORATION
- E. INDUSTRY
- F. MONETARY SYSTEM
- G. PRODUCER
- H. PROFIT
- *I. SPECIALIZATION
- J. STOCK
- K. STOCKHOLDER

FOOD, CLOTHING AND SHELTER

14

- *A. BASIC NEEDS
- B. BARTER
- C. CONSUMER
- D. CORPORATION
- E. INDUSTRY
- F. MONETARY SYSTEM
- G. PRODUCER
- H. PROFIT
- I. SPECIALIZATION
- J. STOCK
- K. STOCKHOLDER

TRADING ONE ITEM FOR ANOTHER WITHOUT MONEY

14

- A. BASIC NEEDS
- *B. BARTER
- C. CONSUMER
- D. CORPORATION
- F. INDUSTRY
- F. MONETARY SYSTEM
- G. PRODUCER
- H. PROFIT
- I. SPECIALIZATION
- J. STOCK
- K. STOCKHOLDER

OWN A COMPANY

14

- A. BASIC NEEDS
- B. BARTER
- C. CONSUMER
- *D. CORPORATION
- E. INDUSTRY
- F. MONETARY SYSTEM
- G. PRODUCER
- H. PROFIT
- I. SPECIALIZATION
- J. STOCK
- K. STOCKHOLDER

PUTTING TOGETHER RESOURCES TO START AN INDUSTRY

14

- A. BASIC NEEDS
- B. BARTER
- C. CONSUMER
- D. CORPORATION
- E. INDUSTRY

- F. MONETARY SYSTEM
- G. PRODUCER
- H. PROFIT
- I. SPECIALIZATION
- *J. STOCK
- K. STOCKHOLDER

MUST HAVE LAND, LABOR AND CAPITAL

1471

- A. BASIC NEEDS
- B. BARTER
- C. CONSUMER
- D. CORPORATION
- *E. INDUSTRY
- F. MONETARY SYSTEM
- G. PRODUCER
- H. PROFIT
- I. SPECIALIZATION
- J. STOCK
- K. STOCKHOLDER

EXTRA MONEY

1472

- A. BASIC NEEDS
- B. BARTER
- C. CONSUMER
- D. CORPORATION
- E. INDUSTRY
- F. MONETARY SYSTEM
- G. PRODUCER
- *H. PROFIT
- I. SPECIALIZATION
- J. STOCK
- K. STOCKHOLDER

SATISFY NEEDS BY USING GOODS AND SERVICES

1473

- A. BASIC NEEDS
- B. BARTER
- *C. CONSUMER
- D. CORPORATION
- E. INDUSTRY
- F. MONETARY SYSTEM
- G. PRODUCER
- H. PROFIT
- I. SPECIALIZATION
- J. STOCK
- K. STOCKHOLDER

GIVEN SEVERAL SITUATIONS, THE STUDENT WILL BE ABLE TO DISTINGUISH BETWEEN THE TERMS, WANTS OR NEEDS, BY CLASSIFYING EXAMPLES. 8110

0009

AFTER READING THE SITUATION YOU'VE GOTTEN INTO, CLASSIFY BY CIRCLING *N* IS THE STATEMENT IS SOMETHING YOU WILL NEED FOR SURVIVAL, OR *W* IF IT IS A WANT.

SITUATION -- YOU ARE ALONE ON AN ISLAND IN THE SOUTH SEAS. YOU HAVE ABSOLUTELY NOTHING SINCE THE BOAT YOU WERE IN CAPSIZED IN A STORM AND YOU SWAM ASHORE.

1453

BALL BAT *W	1454
DOG *W	1455
WATER *N	1456
CANTEEN *W	1457
SITUATION -- SUDDENLY THE WIND STARTS BLOWING HARD. YOU REALIZE A STORM IS COMING. IT MAY LAST A DAY.	
FOOD *N	1458
FLASHLIGHT *W	1459
WATER *N	1460
SHELTER *N	1461
BLANKET *W	1462
CLEAN CLOTHES *W	1463

THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE VARIOUS METHODS OF EXCHANGE BY CLASSIFYING A GIVEN SET OF STATEMENTS AS TRUE OR FALSE. 0013
\$100

READ EACH STATEMENT CAREFULLY. IF THE STATEMENT IS TRUE, CIRCLE *T*. IF IT IS FALSE, CIRCLE *F*.

- T* F EXCHANGING GOODS OF EQUAL VALUE WOULD BE A FAIR TRADE. 1510
- T* F IN COLONIAL DAYS THE COMMON WAY OF GETTING SOMETHING WAS TO TRADE. 1511
- T* F TRADING HAD CERTAIN PROBLEMS. 1512
- T* F MONEY CAN BE CALLED A MEDIUM OF EXCHANGE. 1513
- T* F IF EVERYONE IN THE COUNTRY DECIDED TO ACCEPT BEADS AS MONEY, THEN BEADS WOULD BE OUR MEDIUM OF EXCHANGE. 1514
- T* F* ROSES WOULD MAKE A GOOD MEDIUM OF EXCHANGE. 1515
- T* F ONE FEATURE OF MONEY IS THAT EVERYONE AGREES HOW MUCH IT'S WORTH. 1516
- T* F MONEY REPRESENTS A PROMISE FROM OUR GOVERNMENT. 1517
- T* F* THE PAPER THAT MONEY IS PRINTED ON IS WORTH *MORE* THAN METAL THAT COINS ARE MADE OF. 1518
- T* F THE REAL VALUE OF MONEY LIES IN ITS BUYING POWER. 1519
- T* F THE MONEY YOU USE IN ILLINOIS IS ALSO GOOD IN CALIFORNIA. 1520

- 1* F MONEY CAN EASILY BE CARRIED ABOUT AS WE SAY IT IS 1521
PORTABLE.
- T* F GOLD AND SILVER BACK UP THE MONEY SUPPLY IN AMERICA. 1522
- T F* YOU CAN USE AMERICAN MONEY IN A FOREIGN COUNTRY. 1523

THE STUDENT WILL BE ABLE TO RECOGNIZE AN EXAMPLE OF BASIC NEEDS 0336
OF MAN FOR SURVIVAL BY SELECTING THE CORRECT ANSWER. #10

DIRECTIONS - CIRCLE THE LETTER OF THE CORRECT ANSWER.

- A BASIC NEED OF A PERSON IN THIS COMMUNITY IS 2284
- A. A CAR. 2284
 - *B. A HOUSE. 2284
 - C. A TELEPHONE. 2284
 - D. A TELEVISION. 2284

- A WANT OF MAN IS 2285
- A. A RAINCOAT. 2285
 - B. A SANDWICH. 2285
 - C. A WARM ROOM. 2285
 - *D. A GOOD BOOK. 2285

- YOU ARE IN YOUR BOAT IN THE MIDDLE OF LAKE MICHIGAN. YOUR BOAT 2286
HAS RUN OUT OF GAS AND HELP WILL NOT COME FOR 3 FULL DAYS. YOUR 2286
BOAT HAS A HOLE IN IT THAT CANNOT BE PLUGGED UP. IN ORDER TO STAY 2286
AFLOAT, YOU HAVE TO DISPOSE OF EVERYTHING ON BOARD EXCEPT FOR 3 2286
ITEMS. CHOOSE THE *BEST* COMBINATION. 2286
- A. COAT, WATER, RADIO *RECEIVER* 2286
 - B. SANDWICH, WATER, LIFE PRESERVER 2286
 - *C. SANDWICH, LIFE PRESERVER, FLASHLIGHT 2286
 - D. COAT, RADIO *RECEIVER*, BOOK ON WATER SAFETY 2286

GIVE A REASON FOR YOUR CHOICE. 2286

- YOU HAVE JUST BEEN APPOINTED TO BE HEAD OF AN ANTI-POVERTY. 2287
PROGRAM IN CHICAGO. YOU HAVE ONLY ENOUGH FUNDS TO START AND WORK 2287
ON 2 PROGRAMS EVERY FIVE YEARS. CHOOSE THE PROGRAM THAT WILL BEST 2287
MEET THE IMMEDIATE NEEDS OF THE POOR. 2287
- A. HOUSING DEVELOPMENT AND EDUCATION 2287
 - B. IMPROVED MEDICAL CARE AND BETTER CIVIL RIGHTS LAWS 2287
 - *C. A BREAKFAST FOR EACH CHILD AND VOCATIONAL TRAINING 2287
 - D. FOOD STAMPS AND HOUSING 2287

GIVE A REASON FOR YOUR CHOICE. 2287

- FIVE YEARS FROM NOW YOU WILL MAKE A CHOICE OF PROGRAMS THAT MAY 2288
MAY AFFECT THE POOR FOR AS LONG AS 40 TO 50 YEARS. WHAT PROGRAM 2288
WILL YOU START IN ORDER TO TAKE THEM OUT OF THEIR CONDITION 2288
IN FUTURE YEARS? CHOOSE THE PROGRAMS THAT WILL MEET THE FUTURE 2288
NEEDS. 2288
- A. IMPROVED MENTAL HEALTH AND VOCATIONAL TRAINING 2288
 - B. HOUSING AND A BREAKFAST FOR EVERY CHILD 2288
 - C. CIVIL RIGHTS LAWS, EDUCATION 2288
 - *D. EDUCATION AND HOUSING DEVELOPMENT 2288

THE FOLLOWING STATEMENTS EXPRESS EITHER AN IMMEDIATE NEED, LONG 2289

RANGE NEED, IMMEDIATE WANT, OR LONG RANGE WANT. THEY ARE EXPRESSED BY A POOR CHILD LIVING IN THE CITY.

2289
2289

HELP, MY ARM IS BROKEN.

2289
2289

- *A. IMMEDIATE NEED
- B. LONG RANGE NEED
- C. IMMEDIATE WANT
- D. LONG RANGE WANT

2289
2289
2289
2289

GIVE ME A BIKE.

2290

- A. IMMEDIATE NEED
- B. LONG RANGE NEED
- *C. IMMEDIATE WANT
- D. LONG RANGE WANT

2290
2290
2290
2290

CAN I GO TO COLLEGE?

2291

- A. IMMEDIATE NEED
- B. LONG RANGE NEED
- C. IMMEDIATE WANT
- *D. LONG RANGE WANT

2291
2291
2291
2291

PLEASE GET ME A COAT BEFORE IT GETS TOO COLD.

2292

- *A. IMMEDIATE NEED
- B. LONG RANGE NEED
- C. IMMEDIATE WANT
- D. LONG RANGE WANT

2292
2292
2292
2292

CAN I LEARN TO BE CARPENTER?

2293

- A. IMMEDIATE NEED
- B. LONG RANGE NEED
- C. IMMEDIATE WANT
- *D. LONG RANGE WANT

2293
2293
2293
2293

THE STUDENT WILL BE ABLE TO APPLY THE LAW OF SUPPLY AND DEMAND IN A GIVEN SITUATION BY SELECTING THE APPROPRIATE ANSWER. 80

0339

DIRECTIONS - CIRCLE THE BEST ANSWER.

THE PRICE OF ORANGES IS 45 CENTS A DOZEN. THE HARVEST OF ORANGES IS EXPECTED TO BE POOR IN THE COMING MONTHS. WE COULD PREDICT

2301
2301

THAT THE PRICE WOULD

2301

- A. GO DOWN.
- *B. GO UP.
- C. STAY THE SAME.
- D. CANNOT BE DETERMINED

2301
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2301

THE AMOUNT OF SUGAR EATEN EACH MONTH IS 40 POUNDS PER 100 PEOPLE. WE HAVE A GREAT SUPPLY OF SUGAR FOR EACH 100 PERSONS IN THE U. S. THEREFORE, IT IS PROBABLE THAT THE PRICE OF SUGAR WILL

2302
2302
2302

- *A. GO DOWN.
- B. GO UP.
- C. STAY THE SAME.
- D. CANNOT BE DETERMINED

2302
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2302

THE COST OF A GOOD MUSICAL INSTRUMENT IS AFFECTED MOSTLY BY

2303

- A. THE NUMBER OF INSTRUMENTS AVAILABLE.
- B. THE DEMAND FOR INSTRUMENTS.

2303
2303

THE NEED FOR HIGHLY SPECIALIZED WORKERS.	2303
CANNOT BE DETERMINED	2303
YOU WANTED TO CONTROL THE PRICE OF OIL IN A GIVEN LOCALITY,	2304
YOU WOULD	2304
1. ADVERTISE A GREAT DEAL.	2304
2. CREATE A MONOPOLY.	2304
3. SELL YOUR GOODS AT A LOWER PRICE.	2304
LANDLORDS CAN GET HIGH RENTS FROM THEIR TENANTS BECAUSE	2305
1. THEY HAVE GOOD FACILITIES.	2305
2. THE DEMAND IS GREAT AND SUPPLY LOW.	2305
3. THE DEMAND IS SMALL AND SUPPLY GREAT.	2305
AMERICAN CREDIT SYSTEM HAS AFFECTED THE POOR BY	2306
1. DECREASING BUYING POWER.	2306
2. INCREASING THE SUPPLY OF GOODS.	2306
3. DECREASING BUYING POWER.	2306
4. DECREASING THE SUPPLY OF GOODS.	2306
AMERICAN CREDIT SYSTEM HAS AFFECTED THE POOR BY	2307
1. DECREASING THE SELECTION POWER.	2307
2. DECREASING THE SELECTION POWER.	2307
3. INCREASING THE SUPPLY OF GOODS.	2307
4. DECREASING THE SUPPLY OF GOODS.	2307
AMERICAN CREDIT SYSTEM HAS AFFECTED THE POOR BY	2308
1. LOWERING THEIR INCOME.	2308
2. LOWERING THE COST OF LIVING.	2308
3. LOWERING THEIR INCOME.	2308
4. RAISING THE COST OF LIVING.	2308

IN A STORY, THE STUDENT WILL ANALYZE SUPPLY AND DEMAND BY
 CHOOSING THE CORRECT ALTERNATIVE AFTER SEPARATING THE EVENTS
 IN A STORY FOR MORE CAREFUL STUDY. #4

QUESTIONS

1. READ THE FOLLOWING STORY AND THEN ANSWER THE QUESTIONS.

ONE SNOWY SATURDAY, STEVE AND LARRY ASKED STEVE'S FATHER TO
 LET THEM USE THE SHOVEL. FIRST THEY WENT NEXT DOOR. THE LADY WHO
 LIVED THERE PAID THEM FIFTY CENTS TO SHOVEL THE SNOW OFF HER
 FRONT WALK. AS THEY WENT ALONG THE STREET, THEY FOUND MORE
 PEOPLE WHO NEEDED THEIR DRIVEWAYS OR WALKS CLEARED. BY THE TIME
 THEY WENT HOME FOR LUNCH, THEY HAD MADE THREE DOLLARS.

AFTER LUNCH, THEY PLANNED THE AFTERNOON. I'LL BET WE COULD
 GET PEOPLE TO PAY SIXTY CENTS INSTEAD OF FIFTY, SAID STEVE.

LARRY SAID:

THE PEOPLE AT THE NEXT HOUSE WOULDN'T PAY SIXTY CENTS.
 THERE'S ANOTHER BOY WHO IS SHOVELING SNOW AND HE'LL DO IT FOR
 FIFTY CENTS, THE MAN SAID. WHY SHOULD WE PAY SIXTY?

ALL RIGHT, SAID STEVE. WE'LL DO IT FOR FIFTY CENTS, WON'T
 LARRY SAY THAT SEEMS TO BE A FAIR PRICE. FOR THE REST OF THE
 DAY THE CHILDREN CHARGED FIFTY CENTS.

1. DID STEVE AND LARRY DECIDE TO RAISE THE PRICE OF THEIR
 SERVICE?

2. THE WORK WAS HARDER THAN THEY THOUGHT.

3. OTHER BOYS WERE CHARGING SIXTY CENTS.

- *C. THEY THOUGHT THE DEMAND WAS HIGH.
- D. THE SUPPLY OF BOYS WAS LOW.

HOW DID THE HIGHER PRICE CHANGE THE DEMAND FOR THEIR SERVICES?

3002

- *A. DEMAND DROPPED BECAUSE THE PRICE WAS TOO HIGH.
- B. DEMAND DROPPED BECAUSE THERE WERE TOO MANY SNOW-SHOVELERS.
- C. DEMAND ROSE BECAUSE THERE WAS MORE SNOW.
- D. DEMAND ROSE BECAUSE THEY DID A GOOD JOB.

HOW DID THE SUPPLY OF THE SERVICES CHANGE THE PRICE OF THEIR SERVICES?

3003

- A. THE PRICE WENT DOWN BECAUSE THERE WAS LESS SNOW.
- B. THE PRICE WENT DOWN BECAUSE STEVE AND LARRY FELT THEY WERE CHARGING TOO MUCH.
- C. THE PRICE WENT UP BECAUSE OTHERS STARTED RAISING THEIR PRICE.
- *D. THE PRICE WENT DOWN BECAUSE OF MORE SNOW-SHOVELERS AND THEY HAD A LOWER PRICE.

WHAT DID STEVE AND LARRY LEARN ABOUT THE LAW OF SUPPLY AND DEMAND?

3004

- A. SUPPLY AND DEMAND DID NOT AFFECT HOW MUCH THEY COULD CHARGE.
- *B. PRICE DEPENDS ON HOW MANY THERE ARE TO DO THE JOB AND IF THEY ARE NEEDED.
- C. PRICE DEPENDS ON ONLY HOW QUICKLY YOU CAN GET THE JOB DONE.

THE STUDENT CAN DEMONSTRATE KNOWLEDGE OF THE CONCEPTS LABELLED BY BY THE TERMS *TOOLS*, *TECHNIQUES*, AND *TECHNOLOGY*, AS THEY ARE USED IN THE SOCIAL STUDIES, BY SELECTING THE CORRECT DEFINITION OF EACH. %30

0316

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

TOOL

2089

- A. A WAY OF DOING SOMETHING THAT WILL MAKE LIFE BETTER FOR MAN. 2089
- B. AN OBJECT USED BY A WORKMAN TO MAKE THINGS OUT OF WOOD, METAL, PLASTIC OR OTHER MATERIALS. 2089
- *C. AN OBJECT USED TO MAKE SOMETHING MORE USEFUL TO MAN. 2089
- D. ANYTHING THAT MAN USES IN HIS DAILY LIFE. 2089

TECHNIQUE

2090

- *A. THE WAY IN WHICH THINGS ARE ACHIEVED WHICH ARE USEFUL TO MAN. 2090
- B. SOMETHING WHICH IS USED TO MAKE MAN'S WORLD MORE USEFUL TO HIM. 2090
- C. THE SKILLS WHICH MAN HAS FOR PRODUCING THINGS HE NEEDS. 2090
- D. INDUSTRIES, FACTORIES AND MACHINES. 2090

TECHNOLOGY

2091

- *A. THE OBJECTS MAN USES AND THE WAYS IN WHICH HE USES THEM TO PRODUCE THE THINGS HE NEEDS. 2091
- B. ALL OF THE MACHINES AND TRANSPORTATIONAL DEVICES USED BY MAN. 2091
- C. THE WAY MAN GOES ABOUT MAKING SOMETHING USEFUL TO HIM. 2091
- D. ALL OF THE ENGINEERING AND BUSINESS PRACTICES USED TO PRODUCE AND SELL PRODUCTS USEFUL TO MAN. 2091

JAGGED POINT MADE OF FLINT, ALL HELD TOGETHER BY A STRIP OF HIDE. *A

2098
2098

THE PLAINS INDIANS DEVELOPED INSTRUMENTS AND PROCESSES WHICH MADE IT POSSIBLE TO PRODUCE MOST OF THE THINGS THEY NEEDED FROM THE BUFFALO. *C

2099
2099
2099

HE MAILED COPIES OF THE ORDER TO EVERY SALESMAN IN THE COMPANY. *B

2100
2100

THE TYPEWRITER IS STANDARD EQUIPMENT IN MOST OFFICES IN THE UNITED STATES. *A

THE SEMANG PYGMIES OF MALAYA USE BAMBOO WHICH GROWS IN MANY SIZES IN THE JUNGLE. *D

2101
2101

DISHWASHING IS A DAILY ACTIVITY IN MOST AMERICAN HOMES. *B

2102

THE STUDENT WILL BE ABLE TO DISTINGUISH BETWEEN EXAMPLES OF CAPITALISM, SOCIALISM, AND COMMUNISM BY SELECTING EXAMPLES OF EACH IN GIVEN SITUATIONS. *5n

0220

DIRECTIONS - DECIDE WHICH IS AN EXAMPLE OF SOCIALISM, COMMUNISM OR CAPITALISM.

0058

MR. JOHNSON OWNS THE WHITEWAY LAUNDRY.

2324

A. SOCIALISM

2324

B. COMMUNISM

2324

*C. CAPITALISM

2324

MR. JONES IS NOT ALLOWED TO CHANGE JOBS.

2325

A. SOCIALISM

2325

*B. COMMUNISM

2325

C. CAPITALISM

2325

MR. SMYTH CANNOT OWN A RAILROAD BUT HE CAN HAVE A BUS BUSINESS.

2326

*A. SOCIALISM

2326

B. COMMUNISM

2326

C. CAPITALISM

2326

I CAN'T GET A BETTER SALARY BY MYSELF.

2327

*A. SOCIALISM

2327

B. COMMUNISM

2327

C. CAPITALISM

2327

MR. BROWN DOESN'T HAVE A JOB BECAUSE OF A LACK OF EDUCATION,

2328

A. SOCIALISM

2328

B. COMMUNISM

2328

*C. CAPITALISM

2328

THE STUDENT WILL BE ABLE TO DISTINGUISH BETWEEN RAW MATERIAL AND MANUFACTURED GOODS BY CLASSIFYING EXAMPLES. *12n

0416

DIRECTIONS - WRITE *A* IN FRONT OF EACH THING THAT IS A MANUFACTURED PRODUCT. WRITE *B* IN FRONT OF EACH THING THAT IS A

0101

RAW MATERIAL THAT MAY BE USED TO MANUFACTURE SOMETHING.

BLANKETS *A	3037
BRICKS *A	3038
COWHIDE *B	3039
DESK *A	3040
FLAX *B	3041
FURS *B	3042
LOCOMOTIVE *A	3043
PAPER *A	3044
SHOES *A	3045
SOAP *A	3046
TREES *B	3047
WHEAT *B	3048

GIVEN A LIST OF RESOURCES FROM THE NORTHEASTERN STATES, THE STUDENT WILL BE ABLE TO DISTINGUISH WHICH IS MAN MADE AND WHICH IS NATURE MADE BY SELECTING THE CORRECT CHOICE. \$150

0037

MARK EACH ITEM BELOW WITH THE CORRECT LABEL.

- A. MAN MADE
- B. NATURE MADE

PORT OF NEW YORK *A	1748
FISH *B	1749
HUDSON RIVER *B	1750
BOSTON *A	1751
WALL STREET *A	1752
CHESAPEAKE BAY *B	1753
COAL *B	1754
NATURAL GAS *B	1755
WINE *A	1756
MARBLE *B	1757
LIMESTONE *B	1758
WAREHOUSE *A	1759

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH THE MORE ESSENTIAL FROM THE LESS ESSENTIAL FACTORS IN A CITY'S GROWTH BY CORRECTLY CATEGORIZING THEM ON GIVEN LISTS. %30

SELECT THE PHRASE AFTER EACH PARAGRAPH WHICH BEST EXPLAINS WHY THE CITY DEVELOPED.

MANY VERY HARD WORKING PEOPLE LIVE IN FLINT, MICHIGAN, WHICH IS A GREAT TIRE MANUFACTURING CITY. THERE ARE LOTS OF FINE LIBRARIES AND SCHOOLS IN FLINT AND TRANSPORTATION IS MADE EASY BY THE EXCELLENT BUS SERVICE. TIRES FROM FLINT ARE USED BY THE GREAT AUTOMOBILE MAKING COMPANIES IN DETROIT, MICHIGAN.

- *A. NEARNESS TO MARKETS
- B. FINE TRANSPORTATION WITHIN THE CITY
- C. LOTS OF HARD WORKING PEOPLE
- D. FINE LIBRARIES AND SCHOOLS

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NEW YORK, THE CITY OF GIANT SKYSCRAPERS, HAS MANY WONDERFUL THINGS FOR SIGHTSEERS. IT ALSO HAS SLUMS. A LOT OF BUSINESS IS CARRIED ON IN NEW YORK, AND THERE ARE PEOPLE OF MANY TYPES THERE. BECAUSE OF THE GREAT HARBORS, GOODS CAN BE TRANSFERRED FROM NEW YORK TO MANY OTHER PLACES.

- A. GIANT SKYSCRAPERS
- B. BUSINESS BEING CARRIED ON
- *C. HARBORS MAKE NEW YORK A TRANSFER POINT
- D. WONDERFUL THINGS FOR SIGHTSEERS

2301482
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MANY GERMANS AND POLISH PEOPLE LIVE IN BUFFALO. THESE PEOPLE STILL CELEBRATE MANY OF THEIR OLD EUROPEAN HOLIDAYS. THE CITY'S MAIN INDUSTRIES ARE FLOUR AND STEEL MILLS WHICH GET RAW MATERIALS FROM THE MIDDLE WEST. BUFFALO IS LOCATED ON THE EASTERN END OF LAKE ERIE AND IS A BEAUTIFUL CITY.

- A. PEOPLE WHO SAVE THEIR MONEY
- B. EUROPEAN HOLIDAYS CELEBRATED
- *C. EASY TO GET RAW MATERIALS BECAUSE OF GREAT LAKES TRANSPORTATION

2301483
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THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF HOW A TIME LINE IS READ BY SELECTING ANSWERS WITH THE AID OF A BLANK TIME LINE. %30

0309

DIRECTIONS - USING THE EXAMPLES OF TIME LINES SELECT THE CORRECT ANSWER.

0040

900 X Y 1700

2079
2079

IN THE ABOVE TIME LINE, THE SPACE FROM X TO Y REPRESENTS

- A. 150 YEARS.
- B. 200 YEARS.
- *C. 300 YEARS.
- D. 600 YEARS.
- E. 1200 YEARS.

2079
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2079
2079

1300 X 1700

IN THE ABOVE TIME LINE, THE DATE REPRESENTED AT POINT X IS

- A. 1350.
- B. 1375.
- *C. 1450.
- D. 1600.
- E. 1650.

2080
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2080
2080
2080

500 B.C. V W X Y Z 300 A.D.

IN THE ABOVE TIME LINE, THE YEAR 100 B.C. IS AT POINT

- A. V.
- B. W.
- *C. X.
- D. Y.
- E. Z.

2081
2081
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2081
2081
2081
2081
2081

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO READ GRAPHS BY
SELECTING THE BEST INFERENCES TO BE DRAWN FROM A GIVEN
SITUATION. 55

DIRECTIONS - ANALYZE THE FOLLOWING GRAPHS AND CHARTS AND MAKE
INFERENCES ABOUT THE SITUATION.

0055

CHART 1

TITLE	SOURCES OF U.S. INCOME FOR 1968
SOURCE	PERCENT OF DOLLAR
INCOME TAX	46
CORPORATION TAX	19
SOCIAL INSURANCE	23
EXCISE TAX	9
OTHER	4

CHART 2

TITLE	U.S. EXPENSE BUDGET FOR 1968
	PERCENT OF DOLLAR
VICTNAM	13
*OTHER DEFENSE	28
VETERANS	4
SOCIAL INSURANCE	22
DEBT	2
HEALTH EDUCATION & WELFARE	12
INTEREST ON MONEY OWED	6
FOREIGN AID	2
OTHER	11

* NASA SPACE PROGRAM IN THIS AREA

THE AGED RECEIVE INCOME FROM SOCIAL INSURANCE OR SOCIAL SECURITY.
FROM THE TWO CHARTS ABOVE, ONE COULD CONCLUDE THAT

- A. THE GOVERNMENT IS LOSING A LOT OF MONEY FROM SOCIAL INSURANCE.
- *B. THE GOVERNMENT IS BREAKING ABOUT EVEN.
- C. THE GOVERNMENT IS MAKING A GREAT PROFIT ON SOCIAL INSURANCE.
- D. YOU CAN'T SAY BECAUSE OF LACK OF INFORMATION.

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FROM THE ABOVE INFORMATION ONE COULD CONCLUDE THAT

- *A. MORE MONEY IS SPENT ON THE WAR THAN ON THE POVERTY PROGRAM.
- B. MORE MONEY IS SPENT ON THE POVERTY PROGRAM THAN ON THE WAR.
- C. THERE IS AN EQUAL AMOUNT SPENT ON BOTH.
- D. YOU CAN'T SAY BECAUSE OF LACK OF INFORMATION.

2280
2280
2280
2280
2280

THE *TOTAL* AMOUNT OF MONEY SPENT PER DOLLAR ON THE *MILITARY* PROGRAM IS

- A. 28 CENTS.
- B. 13 CENTS.
- *C. 41 CENTS.
- D. CANNOT BE DETERMINED FROM THE ABOVE INFORMATION.

2281
2281
2281
2281
2281

THE AMOUNT OF MONEY SPENT IN EUROPE *PER ONE DOLLAR* IS

- A. 2 CENTS.
- B. 6 CENTS.
- C. 4 CENTS.
- *D. UNDETERMINED FROM THE ABOVE INFORMATION.

2282
2282
2282
2282
2282

THE TOTAL AMOUNT SPENT ON THE SPACE PROGRAM IS

- A. 28 CENTS PER ONE DOLLAR.
- B. GREATER THAN THE TOTAL DEFENSE BUDGET.
- C. EQUAL TO VIETNAM WAR BUDGET.
- *D. UNDETERMINED FROM THE ABOVE INFORMATION.

2283
2283
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2283

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO INTERPRET INFORMATION
FROM A GRAPH BY SELECTING THE MOST LOGICAL CONCLUSION TO BE DRAWN
FROM THE GIVEN CLIMATIC DATA. #26

0206

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF
CHOICES.

0001

IN WHICH MONTH DOES IT GET THE HOTTEST IN ROME

- A. JANUARY
- B. APRIL
- C. JUNE
- *D. AUGUST

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IN WHICH MONTH DOES THE TEMPERATURE FALL THE LOWEST IN ROME

- *A. JANUARY
- B. APRIL
- C. NOVEMBER
- D. OCTOBER

2300733
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2300733

BETWEEN WHICH TWO MONTHS DOES THE TEMPERATURE CHANGE THE MOST ON
THE GRAPH

- A. JANUARY-FEBRUARY
- B. JULY-AUGUST
- *C. OCTOBER-NOVEMBER

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2300734

D. DECEMBER-JANUARY	2300734
IN ROME IN APRIL THE AVERAGE DAILY TEMPERATURE IS	2300735
A. 50 DEGREES.	2300735
B. 76 DEGREES.	2300735
C. 66 DEGREES.	2300735
*D. 56 DEGREES.	2300735
IN ROME THE AVERAGE DAILY TEMPERATURE RANGE FOR THE YEAR IS FROM	2300736
A. 50 DEGREES-80 DEGREES.	2300736
*B. 44 DEGREES-76 DEGREES.	2300736
C. 52 DEGREES-72 DEGREES.	2300736
D. 44 DEGREES-84 DEGREES.	2300736
THE GRAPH SHOWS WHICH OF THE FOLLOWING	2300737
A. THE HOTTEST READING FOR JANUARY	2300737
B. THE COLDEST READING FOR JANUARY	2300737
C. THE AVERAGE READING FOR JANUARY	2300737
*D. THE AVERAGE DAILY READING FOR JANUARY	2300737
ACCORDING TO THE GRAPH, WHICH CONTINENT IS LARGEST	2300738
A. AFRICA	2300738
*B. ASIA	2300738
C. NORTH AMERICA	2300738
D. SOUTH AMERICA	2300738
ACCORDING TO THE GRAPH, WHICH CONTINENT IS SMALLEST	2300739
A. EUROPE	2300739
B. SOUTH AMERICA	2300739
C. ANTARCTICA	2300739
*D. AUSTRALIA	2300739
WHICH CONTINENT INCLUDES 16% OF THE LAND SURFACE INCLUDED IN THE GRAPH	2300740
A. AFRICA	2300740
B. SOUTH AMERICA	2300740
*C. NORTH AMERICA	2300740
D. ASIA	2300740
WHICH OF THE FOLLOWING CONTINENTS IS SMALLER THAN SOUTH AMERICA	2300741
A. AFRICA	2300741
B. ASIA	2300741
C. NORTH AMERICA	2300741
*D. EUROPE	2300741
WHICH COUNTRY HAS THE LARGEST POPULATION	2300742
A. ITALY	2300742
*B. GREAT BRITAIN	2300742
C. FRANCE	2300742
D. BELGIUM	2300742
E. DENMARK	2300742
WHICH COUNTRY HAS THE SMALLEST POPULATION	2300743
A. ITALY	2300743
B. GREAT BRITAIN	2300743
C. FRANCE	2300743
D. BELGIUM	2300743
*E. DENMARK	2300743
WHICH COUNTRY HAS A SMALLER POPULATION THAN BELGIUM	2300744
A. ITALY	2300744

- H. GREAT BRITAIN
- C. FRANCE
- *D. DENMARK

2300744
2300744
2300744

WHICH COUNTRY HAS A LARGER POPULATION THAN FRANCE?

- *A. GREAT BRITAIN
- B. DENMARK
- C. BELGIUM

2300745
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IN WHICH MONTH DOES IT GET THE HOTTEST IN BUFFALO?

- A. JANUARY
- B. JUNE
- *C. JULY
- D. AUGUST

2300746
2300746
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2300746

IN WHICH MONTH DOES THE TEMPERATURE FALL THE LOWEST IN BUFFALO?

- A. NOVEMBER
- B. DECEMBER
- C. JANUARY
- *D. FEBRUARY

2300747
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IN BUFFALO IN JULY THE NORMAL MONTHLY TEMPERATURE IS

- A. 26.
- B. 64.
- *C. 70.
- D. 60.

2300748
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2300748

IN BUFFALO THE AVERAGE DAILY TEMPERATURE RANGE FOR THE YEAR IS FROM

- *A. 24 DEGREES-70 DEGREES.
- H. 30 DEGREES-70 DEGREES.
- C. 29 DEGREES-71 DEGREES.
- D. 26 DEGREES-70 DEGREES.

2300749
2300749
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THE GRAPH SHOWS WHICH OF THE FOLLOWING?

- A. THE COLDEST READING FOR JANUARY
- B. THE HOTTEST READING FOR JANUARY
- C. THE AVERAGE READING FOR JANUARY
- *D. THE NORMAL TEMPERATURE FOR THE MONTH OF JANUARY

2300750
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2300750
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2300750

WHICH TWO CONTINENTS CONTAIN HALF OF THE LAND SURFACE INCLUDED IN THE GRAPH?

- A. ASIA AND EUROPE
- B. SOUTH AMERICA AND AFRICA
- C. NORTH AMERICA AND ASIA
- *D. ASIA AND AFRICA

2300752
2300752
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2300752

THE CONTINENT OF ASIA CONTAINS OVER TWICE THE LAND AREA OF

- A. EUROPE.
- B. ANTARCTICA.
- C. SOUTH AMERICA.
- D. AUSTRALIA.
- *E. EACH OF THE ABOVE

2300754
2300754
2300754
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2300754
2300754

THE POPULATION OF BELGIUM IS ABOUT

- A. 2,000,000.
- B. 5,000,000.
- *C. 10,000,000.
- D. 50,000,000.

2300755
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2300755
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2300755

THE POPULATION OF FRANCE IS ABOUT

2300756

- A. 24,000,000.
- B. 27,000,000.
- *C. 48,000,000.
- D. 240,000,000.

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THIS GRAPH IS DESIGNED PRIMARILY TO

- A. GIVE ACCURATE STATISTICS ON POPULATION.
- B. STUDY THE POPULATION OF A COUNTRY.
- *C. COMPARE THE POPULATION OF COUNTRIES.
- D. COMPARE THE SIZE OF FIVE COUNTRIES TO THEIR POPULATION.
- F. INDICATE THE LARGEST AND SMALLEST COUNTRIES IN EUROPE ACCORDING TO POPULATION.

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BETWEEN WHICH TWO MONTHS DOES THE TEMPERATURE CHANGE THE MOST IN BUFFALO

- A. FEBRUARY-MARCH
- *B. MARCH-APRIL
- C. JUNE-JULY
- D. DECEMBER-JANUARY

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BECAUSE THE GRAPH IS NOT MARKED LESS THAN 20 DEGREES, IT INDICATES THAT

- A. IT WILL NEVER BE BELOW 20 DEGREES IN BUFFALO.
- B. IT HAS NEVER BEEN BELOW 20 DEGREES IN BUFFALO.
- *C. DURING THAT YEAR IT DID NOT GO BELOW 20 DEGREES IN BUFFALO.

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EURASIA, ROBERT GLENDINNING
GINN AND COMPANY, 1958

121

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE SPECIFIC DIRECTIONS BY SELECTING THE MOST SPECIFICALLY STATED DESCRIPTION IN A LIST OF RESPONSES. 340

0319

DIRECTIONS - COMPLETE EACH ITEM BY SELECTING THE MOST SPECIFICALLY STATED DESCRIPTION. PUT THE LETTER OF YOUR ANSWER ON THE BLANK TO THE LEFT OF EACH ITEM.

0044

THE APPLE IS LOCATED ON THE

- *A. NORTHEAST CORNER OF THE YELLOW TABLE.
- B. EDGE OF THE TABLE BY THE DOOR.
- C. TABLE BETWEEN THE DOOR AND THE WINDOW.
- D. TABLE BY THE WINDOW.

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ONE GEOMETRIC FIGURE CAN BE DESCRIBED AS A

- A. ROUND OBJECT AS BIG AS AN APPLE.
- B. CIRCLE AS BIG AS AN APPLE.
- C. ROUND OBJECT, THREE INCHES IN DIAMETER.
- *D. CIRCLE, THREE INCHES IN DIAMETER.

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IN THE NEWSPAPER, THE POLITICAL CARTOON IS LOCATED

- A. IN SECTION II BY THE EDITORIALS.
- *B. ON THE TOP, RIGHT HAND CORNER OF PAGE 30.
- C. TO THE RIGHT OF THE TAX ARTICLE.
- D. JUST BEFORE THE SPORTS PAGE.

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HE ARRIVED HOME AT

2131

- *A. ELEVEN IN THE EVENING.
- B. ONE HOUR PAST HIS CURFEW.
- C. A VERY LATE HOUR.
- D. ELEVEN O'CLOCK.

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF MAP TERMINOLOGY BY CORRECTLY IDENTIFYING EXAMPLES OF THEIR USE IN GIVEN SITUATIONS. #22

0224

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

A MAP OF A VERY SMALL AREA CAN BE DRAWN WITH *
ACCURACY THAN A MAP OF A LARGER AREA.

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- *A. MORE
- B. LESS
- C. EQUAL
- D. SIMILAR

DRAWINGS ON A MAP WHICH SHOW SHAPE AND LOCATION OF THINGS ON THE EARTH ARE CALLED

2300924
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- A. LEGENDS.
- B. COMPASS ROSES.
- *C. SYMBOLS.
- D. ALL OF THE ABOVE

SIZE AND DISTANCE ON A MAP ARE DEMONSTRATED THROUGH USE OF A

2300925
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- *A. SCALE.
- B. CONTOUR.
- C. TABLE.
- D. MILE.

A LEGEND IS THE SAME AS A

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- A. SCALE.
- B. COMPASS.
- *C. KEY.
- D. MAP.

A COMPASS ROSE ON A MAP ALWAYS INDICATES

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- A. PLANT LIFE.
- B. SUMMER.
- C. NORTH AT THE TOP.
- *D. DIRECTIONS.

DOTS ON A MAP INDICATE

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- A. CITIES.
- B. POPULATION.
- C. RAINFALL.
- *D. ANY OF THE ABOVE

IRREGULARITIES IN THE EARTH'S SURFACE ON A MAP ARE REFERRED TO AS

2300929
2300929
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2300929

- A. LAND FORMS.
- *B. RELIEF.
- C. SCALE.
- D. LEGEND.

ON A SMALL THREE DIMENSIONAL MODEL OF THE EARTH, MOUNTAINS WOULD

2300930

APPEAR TO BE * ON A LARGE THREE DIMENSIONAL MODEL OF THE EARTH.

- A. HIGHER THAN
- B. THE SAME AS
- C. LOWER THAN

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TOPOGRAPHICAL MAP MAY BE REFERRED TO AS A * MAP.

- A. WEATHER
- B. MOUNTAINS
- C. CONE SHAPED
- D. CONTOUR

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AS CONTOUR LINES REACH THE TOP OF A HILL ON A MAP THEY ARE GENERALLY

- A. LONGER.
- B. SHORTER.
- C. EQUAL.
- D. HIGHER.

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WHEN CONTOUR LINES ARE FAR APART WE KNOW THE LAND

- A. SLOPES GENTLY.
- B. IS FLAT.
- C. RISES RAPIDLY.
- D. LOOKS MOUNTAINOUS.

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WHEN CONTOUR LINES ARE CLOSE TOGETHER WE KNOW THE LAND

- A. IS FLAT.
- B. SLOPES STEEPLY.
- C. SLOPES GENTLY.
- D. IS DESERT.

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TOPOGRAPHICAL MAPS ARE ESPECIALLY USEFUL TO

- A. DEEP-SEA FISHERMEN.
- B. ROAD BUILDERS.
- C. WHEAT FARMERS.
- D. COPPER MINERS.

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SCALE ON MAPS AND GLOBES GIVES INFORMATION ABOUT

- A. POPULATION.
- B. DISTANCE.
- C. DIRECTION.
- D. ELEVATION.

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LINES OF LATITUDE ARE CALLED

- A. MERIDIANS.
- B. LONGITUDE.
- C. PARALLELS.
- D. NONE OF THE ABOVE

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LINES OF LONGITUDE ARE CALLED

- A. LATITUDES.
- B. EQUATORS.
- C. PARALLELS.
- D. MERIDIANS.

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THE MEASURING UNIT USED IN OUR SYSTEM OF LOCATING PLACES ON MAPS OR GLOBES IS CALLED THE

- A. SCALE.
- B. INCH.
- C. MILE.
- D. DEGREE.

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A MAP WHICH SHOWS CONTOUR OF LAND BY MEANS OF LINES DRAWN TO SHOW DIFFERENT HEIGHTS OF THE EARTH'S SURFACE IS A

- A. ROAD MAP.
- B. RELIEF MAP.
- C. PHYSICAL MAP.
- D. TOPOGRAPHICAL MAP.

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FLAT MAPS WHICH SHOW THE EARTH MUCH AS IT LOOKS FROM AN AIRPLANE ARE CALLED

- A. TOPOGRAPHICAL MAPS.
- B. RELIEF MAPS.
- C. CONTOUR MAPS.
- D. SPECIAL PURPOSE MAPS.

2300941
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DIRECTIONS ON A MAP ARE INDICATED BY

- A. A SCALE OF MILES.
- B. A COMPASS ROSE.
- C. A LEGEND BOX.
- D. NONE OF THE ABOVE

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TO FIND THE SHORTEST ROUTE BETWEEN ANY TWO POINTS ON EARTH SAILORS AND FLIERS USE A * * * * * PROJECTION.

- A. EQUAL-AREA
- B. MERCATOR
- C. GNOMONIC
- D. HOMOLOGRAPHIC

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SHAPES OF LAND MASSES AND BODIES OF WATER ARE DISTORTED ON * * * * * MAP.

- A. EQUAL AREA
- B. MERCATOR
- C. GNOMONIC
- D. GLOBE

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TRUE DIRECTIONS ARE NOT SHOWN ON A * * * * * PROJECTION.

- A. EQUAL AREA
- B. GNOMONIC
- C. MERCATOR
- D. HOMOLOGRAPHIC

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THE STUDENT WILL DEMONSTRATE COMPREHENSION OF TERMINOLOGY COMMONLY USED IN MAP READING BY IDENTIFYING THE TERM FROM A LIST OF DESCRIPTIONS. %65

0264

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

AN IMAGINED LINE THROUGH THE EARTH OR THE REAL ROD THROUGH A GLOBE, AND ABOUT WHICH THE OBJECT TURNS IS CALLED AN

1249

- A. EQUATOR.
- B. OASIS.
- C. AXIS.
- D. ISLAND.

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SPHERE MEANS SHAPED LIKE A

- *B. BALL.
- C. FOOTBALL.
- D. SQUARE.

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THE LARGEST BODIES OF WATER SHOWN ON A GLOBE ARE CALLED

- A. SEAS.
- B. RIVERS.
- *C. OCEANS.
- D. PONDS.

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THE LARGEST BODIES OF LAND SHOWN ON A GLOBE OR MAP ARE NAMED

- A. ISLANDS.
- *B. CONTINENTS.
- C. PENINSULAS.
- D. REGIONS.

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SMALLER BODIES OF WATER ON AN EARTH GLOBE ARE CALLED

- A. OCEANS.
- B. PONDS.
- *C. SEAS.
- D. CREEKS.

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SMALLER BODIES OF LAND, SURROUNDED BY WATER, ARE CALLED

- A. REGIONS.
- B. STATES.
- C. CONTINENTS.
- *D. ISLANDS.

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THE POINT FARTHEST NORTH ON THE GLOBE IS CALLED THE

- A. SOUTH POLE.
- B. POLAR REGIONS.
- *C. NORTH POLE.
- D. FRIGID ZONE.

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HALFWAY BETWEEN THE NORTH POLE AND THE SOUTH POLE THERE IS A LINE WHICH IS CALLED THE

- A. EQUATOR.
- B. AXIS.
- C. FALL LINE.
- D. COASTLINE.

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THE POINT FARTHEST SOUTH ON THE GLOBE IS CALLED THE

- A. NORTH POLE.
- B. TIMBERLINE.
- C. SOUTHERN DRIFT.
- *D. SOUTH POLE.

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INES ON A GLOBE STRETCHING FROM THE NORTH POLE TO THE SOUTH POLE ARE CALLED LINES OF

- *A. LONGITUDE.
- B. LATITUDE.
- C. FAULTING.
- D. CONTOUR.

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OTHER LINES ON THE GLOBE, A SET DISTANCE APART, ON EITHER SIDE OF THE EQUATOR, ARE CALLED LINES OF

- A. LONGITUDE.
- *B. SEPARATION.
- C. LATITUDE.
- D. DIVISION.

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HEMISPHERE MEANS

- A. ONE-FOURTH OF A SPHERE.
- *B. HALF OF A SPHERE.
- C. ONE-THIRD OF A SPHERE.
- D. ONE SPHERE.

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WHEN A GLOBE IS MARKED WITH LINES TO SHOW TIME ZONES, THE EQUATOR IS MARKED OFF INTO

- A. 12 SPACES.
- B. 6 SPACES.
- *C. 24 SPACES.
- D. 4 SPACES.

2301261
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THE PATHWAY THE EARTH FOLLOWS AROUND THE SUN IS CALLED THE EARTH'S

- A. PATH.
- *B. ORBIT.
- C. ROAD.
- D. ROUTE.

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THE EARTH MAKES ITS FULL JOURNEY AROUND THE SUN IN ABOUT

- A. 360 DAYS.
- B. 250 DAYS.
- C. 265 DAYS.
- *D. 365 DAYS.

2301263
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WEATHER OVER A LONG PERIOD OF TIME IN ANY ONE PLACE IS CALLED

- A. RAINFALL.
- B. PRECIPITATION.
- *C. CLIMATE.
- D. HEAT.

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A GLOBE IS A SMALL MODEL OF THE

- A. MOON.
- B. SUN.
- *C. EARTH.
- D. LAND.

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LAND THAT RISES SHARPLY TO GREAT HEIGHTS IS CALLED

- A. HILLS.
- *B. MOUNTAINS.
- C. RIDGES.
- D. CLIFFS.

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A MAP SHOWS THE EARTH OR A PART OF THE EARTH ON A

- *A. FLAT SURFACE.
- B. HIGH SURFACE.
- C. LOW PLACE.
- D. PHOTOGRAPH.

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A COMPASS IS DIRECTION-FINDING TOOL THAT HAS A NEEDLE WHICH ALWAYS POINTS TOWARD

- A. EAST AND WEST.
- *B. NORTH AND SOUTH.
- C. NORTHEAST.
- D. SOUTHWEST.

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DIVISIONS OF DISTANCE ON A MAP USED TO REPRESENT THE NATURAL DISTANCES ON EARTH ARE REFERRED TO AS THE

- A. SYMBOLS.

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2301269

C. MILES. 2301269
*D. SCALE. 2301269

THE CENTER OF STATE GOVERNMENT IS A CITY NAMED THE 2301270
A. COUNTY SEAT. 2301270
B. CAPITOL. 2301270
*C. CAPITAL. 2301270
D. TRADE CENTER. 2301270

THE SYMBOLS USED ON A MAP ARE EXPLAINED ON A PART OF A MAP CALLED A 2301271
*A. LEGEND. 2301271
B. SCALE. 2301271
C. LINE. 2301271
D. ROUTE. 2301271

THE LEVEL OF THE SURFACE OF THE OCEAN IS CALLED 2301272
A. GROUND LEVEL. 2301272
*B. SEA LEVEL. 2301272
C. COASTLINE. 2301272
D. BORDERLINE. 2301272

A LINE WHICH SHOWS LAND OF EQUAL HEIGHT ON THE EARTH'S SURFACE IS CALLED A 2301273
A. STRAIGHT LINE. 2301273
*B. CONTOUR LINE. 2301273
C. CROOKED LINE. 2301273
D. COASTLINE. 2301273

LOWLAND BETWEEN TWO HILLS OR MOUNTAINS IS CALLED A 2301274
A. RIDGE. 2301274
B. CLIFF. 2301274
C. GULLY. 2301274
*D. VALLEY. 2301274

PLAINS ARE GREAT SECTIONS OF 2301275
A. HILLY LAND. 2301275
B. DRY LAND. 2301275
C. WET LAND. 2301275
*D. FLAT LAND. 2301275

WATER ON MOST MAPS IS REPRESENTED BY THE COLOR 2301276
A. YELLOW. 2301276
B. GREEN. 2301276
C. RED. 2301276
*D. BLUE. 2301276

THE COAST IS LAND ALONG THE 2301277
*A. OCEAN. 2301277
B. RIVER. 2301277
C. DESERT. 2301277
D. VALLEY. 2301277

A DESERT IS A LAND WHERE THERE IS LITTLE USABLE 2301278
A. SUN. 2301278
*B. WATER. 2301278
C. SAND. 2301278
D. AIR. 2301278

DUNES ARE HILLS OF 2301279
*A. SAND. 2301279

- B. SOIL.
- C. PLANTS.
- D. ROCK.

2301279
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THE FLOOR OF A BODY OF WATER IS CALLED A

- A. HOLLOW.
- B. TRENCH.
- C. DENT.
- *D. BED.

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A NARROW VALLEY WITH HIGH, STEEP SIDES IS CALLED A

- A. HOLE.
- B. DITCH.
- *C. CANYON.
- D. TRENCH.

2301281
2301281
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A NARROW STRIP OF LAND, HAVING WATER ON EITHER SIDE, CONNECTING TWO LARGER BODIES OF LAND, IS CALLED AN

- A. ISLAND.
- *B. ISTHMUS.
- C. OASIS.
- D. OUTLET.

2301282
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A PIECE OF LAND SURROUNDED ON THREE SIDES BY WATER, WITH A POINT EXTENDING INTO THE WATER, IS CALLED A

- *A. PENINSULA.
- B. BAY.
- C. LAND MASS.
- D. STRAIT.

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THE PLACE WHERE OCEAN NAVIGATION BEGINS AND ENDS IS REFERRED TO AS THE

- A. END LINE.
- B. TIMBERLINE.
- *C. FALL LINE.
- D. BORDER LINE.

2301284
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A BAY IS A PART OF A SEA OR LAKE, EXTENDING INTO THE

- A. RIVER.
- B. SEA.
- C. BEACH.
- *D. LAND.

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A POINT OF LAND EXTENDING INTO THE WATER IS CALLED A

- A. BAY.
- *B. CAPE.
- C. GULF.
- D. BEACH.

2301286
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A MAN-MADE WATERWAY DUG ACROSS LAND, AND SOMETIMES CONNECTING TWO BODIES OF WATER IS REFERRED TO AS A

- A. STRAIT.
- B. TRENCH.
- *C. CANAL.
- D. DITCH.

2301287
2301287
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A STRAIT IS A NARROW CHANNEL CONNECTING TWO LARGER BODIES OF

- A. LAND.
- *B. WATER.
- C. ANIMALS.
- D. CARS.

2301288
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2301288

A LARGE BAY, OR ARM OF OCEAN OR SEA EXTENDING INTO THE LAND IS CALLED A

- *A. GULF.
- B. CAPE.
- C. CANAL.
- D. STRAIT.

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THE GREAT RIDGE OF THE ROCKY MTS. OF N. AM., WHICH SEPARATES THE STREAMS FLOWING TOWARD THE PACIFIC O. FROM THOSE FLOWING TOWARD THE ATLANTIC O. OR THE ARCTIC O., IS REFERRED TO AS THE

- A. CONTINENTAL SHELF.
- B. CUMBERLAND GAP.
- C. SIERRA NEVADA MT.
- *D. CONTINENTAL DIVIDE.

2301290
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THE CONTINENTAL SHELF IS AN UNDERSEA LAND MASS, WHERE THE WATER IS

- A. COLD.
- B. DEEP.
- *C. SHALLOW.
- D. STAGNANT.

2301291
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THE EASTERN HEMISPHERE CONTAINS HOW MANY CONTINENTS, OR PARTS OF CONTINENTS

- A. FIVE
- B. THREE
- C. TWO
- *D. FOUR

2301292
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THE WESTERN HEMISPHERE CONTAINS PRIMARILY THE TWO CONTINENTS OF

- A. AFRICA AND ASIA.
- B. NORTH AMERICA AND ASIA.
- *C. NORTH AND SOUTH AMERICA.
- D. AUSTRALIA AND ASIA.

2301293
2301293
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ANTARCTICA AS A WHOLE LAND MASS IS SHOWN IN WHICH HEMISPHERE

- *A. SOUTHERN HEMISPHERE
- B. NORTHERN HEMISPHERE
- C. EASTERN HEMISPHERE
- D. WESTERN HEMISPHERE

2301294
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WHAT IS THE LARGEST ISLAND SHOWN IN THE NORTHERN HEMISPHERE

- A. ICELAND
- B. CUBA
- C. HAWAII
- *D. GREENLAND

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A RIVER'S SOURCE IS WHERE IT

- *A. BEGINS.
- B. ENDS.
- C. TURNS COLD.
- D. IS DEEP.

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A DEPOSIT OF EARTH AND SAND THAT COLLECTS AT THE MOUTH OF SOME RIVERS IS CALLED A

- A. SAND BANK.
- *B. DELTA.
- C. PENINSULA.
- D. CAPE.

2301297
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WHEN A MAN IS ROWING A BOAT DIRECTLY AGAINST THE CURRENT, HE IS SAID TO BE GOING

- A. DOWNSTREAM.
- *B. UPSTREAM.
- C. WITH THE CURRENT.
- D. DOWN THE RAPIDS.

2301298
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A BRANCH OF A RIVER THAT FLOWS INTO A LARGER RIVER IS REFERRED TO AS A

- *A. TRIBUTARY.
- B. STREAM.
- C. CREEK.
- D. RESERVOIR.

2301299
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A WALL BUILT TO HOLD BACK FLOWING WATER IS A

- A. HILL.
- B. RIDGE.
- *C. DAM.
- D. MOUND.

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A PLACE WHERE WATER IS COLLECTED AND STORED FOR LATER USE IS A

- A. DAM.
- B. LEVEE.
- *C. RESERVOIR.
- D. RIDGE.

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PART OF A RIVER'S COURSE WHERE THE WATER RUSHES QUICKLY, AND WHERE ROCKS STICK OUT OF THE WATER IS REFERRED TO AS THE

- *A. RAPIDS.
- B. CURRENT.
- C. DAM.
- D. RESERVOIR.

2301302
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PLACES ALONG THE SHORE, SHELTERED FROM WAVES AND WIND, AND WHERE SHIPS AND BOATS CAN BE ANCHORED, ARE CALLED

- A. BAYS.
- B. REACHES.
- *C. HARBORS.
- D. CAPES.

2301303
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SECTIONS OF WET, MUDDY LAND ARE CALLED

- A. PONDS.
- B. TROUGHS.
- C. TRENCHES.
- *D. SWAMPS.

2301304
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A PLAIN BORDERING A RIVER, AND MADE OF SOIL DEPOSITED BY FLOODS IS REFERRED TO AS A

- A. PLAIN.
- B. PRAIRIE.
- *C. FLOOD PLAIN.
- D. HILLY REGION.

2301305
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A FOOTHILL IS AT THE BASE OF A MOUNTAIN RANGE. IT IS A

- *A. LOW HILL.
- B. HIGH HILL.
- C. ROCKY HILL.
- D. GRASSY HILL.

2301306
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ANY HEIGHT ABOVE THE EARTH'S SURFACE OR ABOVE SEA LEVEL IS REFERRED TO AS

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- A. UP.
- *B. ELEVATION.
- C. NORTH.
- D. A BRIDGE.

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A FLAT SECTION OF LAND, HIGH ABOVE SEA LEVEL, AND SOMETIMES BETWEEN TWO MOUNTAINS, IS CALLED. A

- A. HILL.
- *B. PLATEAU.
- C. RIDGE.
- D. SWAMP.

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GREAT MASSES OF MOVING ICE ON THE EARTH'S SURFACE ARE REFERRED TO AS

- A. SNOW.
- B. FOG.
- *C. GLACIERS.
- D. RAINFALL.

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THE HIGHEST EDGE OF TREE GROWTH, OR THE PLACE WHERE TREES BEGIN TO GROW SOUTH OF THE POLAR REGION, IS KNOWN AS THE

- A. VEGETATION LINE.
- B. GLACIER LINE.
- C. FALL.
- *D. TIMBERLINE.

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OUTCROPPINGS OF ROCK, JUST BELOW THE SEA WATER, ARE CALLED

- *A. REEFS.
- B. SAND BARS.
- C. CLIFFS.
- D. RIDGES.

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MOUNDS OF SAND JUST UNDER THE WATER ARE KNOWN AS

- A. ISLANDS.
- B. CLIFFS.
- C. REEFS.
- *D. SAND BARS.

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A PASS IN A MOUNTAIN RANGE IS KNOWN AS A

- A. TUNNEL.
- B. OPENING.
- *C. GAP.
- D. ROAD.

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THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF THE TERMS TIERRA CALIENTE, TIERRA FRIA, AND TIERRA TEMPLADA BY IDENTIFYING THEIR CORRECT DEFINITIONS IN LISTS OF GIVEN CHOICES. #3

DIRECTIONS-- MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

TIERRA CALIENTE ARE SPANISH WORDS DESCRIBING LAND THAT IS

- *A. HOT.
- B. NEITHER HOT NOR COLD.
- C. COLD.
- D. DRY.

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TIERRA FRIA ARE SPANISH WORDS DESCRIBING LAND THAT IS

- A. WET.
- *B. COLD.

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- C. DRY.
- D. NEITHER HOT NOR COLD.

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TIERRA TEMPLADA ARE SPANISH WORDS DESCRIBING LAND THAT IS

- A. HOT.
- B. DRY.
- *C. NEITHER HOT NOR COLD.
- D. COLD.

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THE PUPIL WILL DEMONSTRATE HIS ABILITY TO COMPREHEND THE TERMS TIERRA PLATA, TIERRA FRIA, TIERRA TEMPLADA, AND TIERRA CALIENTE BY MATCHING THEM WITH THE APPROPRIATE SITUATIONS. %60

DIRECTIONS-- MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

BANANAS AND PALM TREES GROW EASILY IN THE HOT SUNSHINE. YELLOW FEVER AND MALARIA ARE FEARED BY THE INDIANS BUT GREAT BEACH RESORTS BRING MANY TOURISTS.

THIS DESCRIBES THE AREAS OF LATIN AMERICA CALLED TIERRA

- A. FRIA.
- *B. CALIENTE.
- C. TEMPLADA.
- D. PLATA.

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COFFEE AND ORANGES GROW ON THE HILLS. THE SUN IS WARM, BUT AT NIGHT THE LAND IS COOL. THE SPANISH INVADERS PREFERRED TO LIVE IN CITIES IN THIS CLIMATE.

THIS DESCRIBES THE AREAS OF LATIN AMERICA CALLED TIERRA

- A. PLATA.
- B. FRIA.
- *C. TEMPLADA.
- D. CALIENTE.

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HEAVY CLOTHING PROTECTS THE INDIANS FROM THE COLD WINDS. ONE OF THE HIGHEST LAKES IN THE WORLD, LAKE TITICACA, WAS A CENTER OF INDIAN LIFE BEFORE THE SPANISH INVASION. LLAMAS AND ALPACAS GRAZE ON THE MOUNTAIN SLOPES.

THIS DESCRIBES THE AREAS OF LATIN AMERICA CALLED TIERRA

- A. TEMPLADA.
- B. CALIENTE.
- *C. FRIA.
- D. PLATA.

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HOT WINDS BLOW OFF THE WARM SEA, BRINGING HEAVY RAIN TO THE BANANA PLANTATIONS. PALM TREES SHADE THE RUINS OF THE MAYA CIVILIZATION.

THIS AREA IS CALLED THE

- *A. TIERRA CALIENTE.
- B. TIERRA PLATA.
- C. TIERRA FRIA.
- D. TIERRA TEMPLADA.

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STEEP HILLSIDES ARE PLANTED WITH COFFEE AND ORANGES. THE AIR IS WARM IN DAYLIGHT AND COOL AT NIGHT, AND THE RESORTS OF TAXCO AND CUERNAVACA ARE BUSY WITH TOURISTS.

THIS AREA IS CALLED THE

- A. TIERRA PLATA.
- B. TIERRA CALIENTE.

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- C. TIERRA FRIA.
- *D. TIERRA TEMPLADA.

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A HEAVY CLOAK PROTECTS THE SHEPHERD FROM THE SHARP COLD. HE EATS HIS MEAL OF POTATOES AND CORN WHILE WATCHING HIS FLOCK OF LLAMAS.

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THIS AREA IS CALLED

- *A. TIERRA FRIA.
- B. TIERRA CALIENTE.
- C. TIERRA PLATA.
- D. TIERRA TEMPLADA.

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THE PUPIL SHOWS HIS KNOWLEDGE OF TERMS USED IN CONSERVATION BY CORRECTLY IDENTIFYING THE BEST DEFINITION OF THE TERMS FROM GIVEN SITUATIONS. %30

0233

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

AREAS WHERE THE SOIL IS POOR AND THE GROWING SEASON IS SHORT, CAN OFTEN BE USED FOR

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- A. GRAZING.
- *B. FORESTRY.
- C. TRUCK FARMING.

DRY FARMING IS

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2301036

- A. TO IRRIGATE LAND, THAT IS TOO DRY TO FARM OTHERWISE. BRINGING IN WATER BY ARTIFICIAL MEANS.
- B. RAISING CATTLE ON DRY LAND INSTEAD OF RAISING GRAIN AND VEGETABLES.
- *C. RAISING CROPS NEEDING LITTLE MOISTURE AND LETTING SOME GROUND REST EACH YEAR.

DITCHES, CANALS, PIPELINES AND SPRINKLERS ARE TOOLS OF

2301037
2301037
2301037
2301037

- A. NAVIGATION.
- *B. IRRIGATION.
- C. DRY FARMING.

THE PUPIL SHOWS A KNOWLEDGE OF THE DIFFERENT TYPES OF LAND FORMS BY %A SELECTING THE CORRECT DEFINITIONS OF SUCH FORMS AND %B CORRECTLY LABELING DESCRIPTIONS OF SUCH LAND FORMS IN GIVEN SITUATIONS. %32

0226

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

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A LARGE, GENERALLY LEVEL AREA OF HIGH LAND IS A

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- A. GLACIER.
- B. MESA.
- C. PIEDMONT.
- D. PLATEAU.

A MASS OF ICE THAT MOVES SLOWLY DOWN A SLOPE OR VALLEY IS A

2300957

- A. TUNDRA.
- B. MONSOON.
- C. SLEET.
- *D. GLACIER.

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AN AREA OF LAND THAT IS ALMOST SURROUNDED BY WATER AND IS CONNECTED TO A LARGER BODY OF LAND IS AN

- A. ISLAND.
- *B. ISTHMUS.
- *C. PENINSULA.
- D. PIEDMONT.

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A STEEP-SIDED, FLAT-TOPPED HILL THAT RISES ABRUPTLY FROM THE SURROUNDING LAND IS AN

- A. MOUNTAIN.
- B. ISTHMUS.
- C. PLATEAU.
- *D. BUTTE.

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A NARROW STRIP OF LAND CONNECTING TWO LARGER BODIES OF LAND IS AN

- A. ISLAND.
- *B. ISTHMUS.
- C. PENINSULA.
- D. MAINLAND.

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A HIGH FLAT-TOPPED MOUNTAIN IS A

- A. BUTTE.
- *B. MESA.
- C. VOLCANO.
- D. PRECIPICE.

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THE MAIN LAND MASSES ON EARTH ARE CALLED

- A. COUNTRIES.
- B. ISLANDS.
- *C. CONTINENTS.
- D. PENINSULAS.

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AN ISOLATED MOUNTAIN THAT REMAINS AFTER THE SURROUNDING MOUNTAINOUS AREA HAS BEEN WORN DOWN IS A

- A. VOLCANO.
- *B. MONADNOCK.
- C. CRATER.
- D. MONSOON.

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LAND ALMOST LEVEL FROM EROSION IS A

- A. MONADNOCK.
- B. GLACIER.
- *C. PENEPLAIN.
- D. CRATER.

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2300964

A HIGH POINT OF LAND OR ROCK PROJECTING INTO WATER BEYOND THE COASTLINE IS A

- A. PENINSULA.
- B. MOUNTAIN.
- *C. PENEPLAIN.
- *D. PROMONTORY.

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- A HEADLAND IS A
- *A. PROMONTORY.
- B. MOUNTAIN.

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C. PENINSULA.	2300966
D. PIEDMONT.	2300966
A GENERALLY FLAT AREA OF LAND WITH ONLY MINOR ELEVATIONS IS A	2300967
A. MAINLAND.	2300967
*B. PLAIN.	2300967
C. PIEDMONT.	2300967
D. GLACIER.	2300967
A VAST, NEARLY LEVEL, TREELESS REGION OF THE ARCTIC IS ASND	2300968
A. ICE SHEET.	2300968
B. GLACIER.	2300968
*C. TUNDRA.	2300968
D. MONADNOCK.	2300968
AN AREA OF LAND SURROUNDED BY WATER IS ASND	2300969
A. PENINSULA.	969
B. ISTHMUS.	2300969
*C. ISLAND.	2300969
D. CONTINENT.	2300969
A GLACIER IS A	2300970
A. LARGE GENERALLY LEVEL AREA OF HIGH LAND.	2300970
B. HIGH FLAT-TOPPED MOUNTAIN.	2300970
*C. MASS OF ICE THAT MOVES SLOWLY DOWN A SLOPE.	2300970
D. VAST LEVEL PLAIN IN THE ARCTIC.	2300970
A MESA IS ASND	2300971
A. MASS OF ICE.	2300971
*B. HIGH, FLAT-TOPPED MOUNTAIN.	2300971
C. MASS OF LAND SURROUNDED BY WATER.	2300971
D. UPLAND REGION BETWEEN A COASTAL PLAIN AND MOUNTAINS.	2300971
A PIEDMONT IS	2300972
A. A STEEP-SIDED, FLAT-TOPPED HILL.	2300972
B. A MASS OF ICE THAT MOVES SLOWLY DOWN A SLOPE.	2300972
C. A VAST LEVEL PLAIN IN THE ARCTIC.	2300972
*D. AN UPLAND REGION BETWEEN A COASTAL PLAIN AND MOUNTAINS.	2300972
A PLATEAU IS	2300973
*A. A LARGE, GENERALLY LEVEL AREA OF HIGH LAND.	0973
B. A HIGH, FLAT-TOPPED MOUNTAIN.	2300973
C. AN UPLAND REGION BETWEEN A COASTAL PLAIN AND MOUNTAINS.	2300973
D. AN AREA OF LAND ALMOST SURROUNDED BY WATER.	2300973
A TUNDRA IS A	2300974
A. GENERALLY LEVEL HIGH LAND.	2300974
B. MASS OF ICE THAT MOVES SLOWLY DOWN A SLOPE.	2300974
*C. VAST, NEARLY TREELESS, PLAIN REGION OF THE ARCTIC.	2300974
D. STEEP-SIDED, FLAT-TOPPED HILL.	2300974
A GLACIER IS	2300975
A. A PIECE OF LAND WHICH PROJECTS INTO WATER.	2300975
B. THE OPENING IN THE TOP OF A VOLCANO.	2300975
C. A VAST, NEARLY TREELESS PLAIN.	2300975
*D. A MASS OF ICE THAT MOVES SLOWLY DOWN A SLOPE.	2300975
AN ISLAND IS	2300976
*A. AN AREA OF LAND SURROUNDED BY WATER.	2300976
B. ONE OF THE MAIN LAND MASSES ON EARTH.	2300976
C. A NARROW STRIP OF LAND CONNECTING TWO LARGER BODIES OF	2300976

LAND.

D. A GENERALLY LEVEL HIGH LAND.

2300976

2300976

AN ISTHMUS IS A

A. PIECE OF LAND SURROUNDED BY WATER.

2300977

B. LARGE, GENERALLY LEVEL AREA OF HIGH LAND.

2300977

C. PIECE OF LAND WHICH PROJECTS INTO WATER.

2300977

*D. NARROW STRIP OF LAND CONNECTING TWO LARGER BODIES OF LAND.

2300977

2300977

A PENINSULA IS

2300978

A. A LARGE, GENERALLY LEVEL AREA OF HIGH LAND.

2300978

*B. AN AREA OF LAND, NEARLY SURROUNDED BY WATER, CONNECTED TO A LARGER BODY OF LAND.

2300978

C. A NARROW STRIP OF LAND WHICH CONNECTS TWO LARGER BODIES OF LAND.

2300978

D. A HIGH POINT OF LAND OR ROCK WHICH PROJECTS INTO WATER.

2300978

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2300978

A BUTTE IS A

2300979

A. HIGH FLAT-TOPPED MOUNTAIN.

2300979

B. GENERALLY LEVEL AREA OF HIGH LAND.

2300979

*C. STEEP-SIDED, FLAT-TOPPED HILL.

2300979

D. MASS OF ICE THAT MOVES SLOWLY DOWN A SLOPE.

2300979

A PRECIPICE IS

2300980

A. A HIGH, FLAT-TOPPED MOUNTAIN.

2300980

B. A STEEP-SIDED, FLAT-TOPPED HILL.

2300980

C. LAND ALMOST LEVELLED BY EROSION.

2300980

*D. A CLIFF WITH AN OVERHANGING FACE.

2300980

A MONADNOCK IS AN

2300981

A. DESERT WHICH HAS AN OASIS NEARBY.

2300981

B. VAST, NEARLY LEVEL AREA OF THE ARCTIC.

2300981

C. AREA OF LAND ALMOST LEVELLED BY EROSION.

2300981

*D. MOUNTAIN WHICH REMAINS AFTER SURROUNDING MOUNTAINS ARE WORN DOWN.

2300981

2300981

A PENEPLAIN IS

2300982

A. A PENINSULA IN THE WEST COAST.

2300982

*B. LAND ALMOST LEVEL FROM EROSION.

2300982

C. A MOUNTAIN WHICH REMAINS AFTER SURROUNDING MOUNTAINS ARE WORN DOWN.

2300982

2300982

D. A PLAIN ON A PENINSULA.

2300982

A PLAIN IS

2300983

A. AN AREA OF HIGH HILLS.

2300983

B. LAND ALMOST LEVEL, FROM EROSION.

2300983

C. A STEEP-SIDED, FLAT-TOPPED HILL.

2300983

*D. A FLAT AREA OF LAND WITH MINOR ELEVATIONS.

2300983

A PROMONTORY IS

2300984

A. A STEEP-SIDED, FLAT-TOPPED HILL.

2300984

B. A MOUNTAIN WHICH REMAINS AFTER SURROUNDING MOUNTAINS ARE WORN DOWN.

2300984

2300984

C. LAND ALMOST LEVEL FROM EROSION.

2300984

*D. A HIGH POINT OF LAND WHICH PROJECTS INTO WATER.

2300984

A CONTINENT IS

2300985

A. AN AREA OF LAND SURROUNDED BY WATER.

2300985

*B. A STRIP OF LAND WHICH CONNECTS TWO LARGE BODIES OF LAND.

2300985

*C. ONE OF THE MAIN LAND MASSES IN EARTH.

2300985

D. A FLAT AREA OF LAND WITH MINOR ELEVATIONS.

2300985

AN UPLAND REGION BETWEEN A COASTAL PLAIN AND MOUNTAINS IS CALLED A

- *A. PIEDMONT.
- B. PLATEAU.
- C. MESA.
- D. GLACIER.

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2300986

THE TERM UPLANDS REFERS TO

- A. MOUNTAINS.
- *B. HIGHLANDS.
- C. PEAKS.
- D. PLATEAUS.

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GIVEN THE DEFINITIONS OF HIGH, MIDDLE AND LOW LATITUDES, THE STUDENT WILL DEMONSTRATE HIS ABILITY TO APPLY THE DEFINITIONS BY USING THE GLOBE AND CLASSIFYING A PLACE AS H, M OR L. #14

0016

CLASSIFY EACH PLACE AS BEING MAINLY IN THE HIGH, MEDIUM, OR LOW LATITUDES BY PLACING THE LETTER IN THE BLANK.

- H. HIGH LATITUDES--EXTEND FROM THE ARCTIC CIRCLE TO THE NORTH POLE AND FROM THE ANTARCTIC CIRCLE TO THE SOUTH POLE.
- L. LOW LATITUDES--ARE ON BOTH SIDES OF THE EQUATOR BETWEEN THE TROPIC OF CANCER AND THE TROPIC OF CAPRICORN.
- M. MIDDLE LATITUDES--ARE FOUND BETWEEN THE HIGH AND LOW LATITUDES.

ANTARCTICA *H

1542

ALASKA *M

1543

ARGENTINA *M

1544

BRAZIL *L

1545

CUBA *L

1546

CHILE *M

1547

GREAT BRITAIN *M

1548

GREENLAND *H

1549

HAWAII *L

1550

INDIAN OCEAN *L

1551

NEW ZEALAND *M

1552

PERU *L

1553

SOVIET UNION *M

1554

48 UNITED STATES *M

1555

B. MAP READING

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF THE CONCEPT THAT A MAP IS A SCALE DRAWING OF A LARGER AREA BY CORRECTLY APPLYING IT TO GIVEN SITUATIONS. #7

0089

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

YOU WOULD BE BETTER ABLE TO DRAW AN ACCURATE MAP OF YOUR ENTIRE CITY IF YOU

2300143

2300143

A. DROVE AROUND IT IN A CAR.

2300143

B. WENT TO THE TOP OF A HIGH BUILDING.

2300143

*C. FLEW ABOVE IT IN AN AIRPLANE.

2300143

D. LOOKED AT A MAP OF YOUR STATE.

2300143

A MAP IS A

DRAWING OF A LARGER AREA.

2300144

A. COLORFUL

2300144

*B. EXACT

2300144

C. LARGE

2300144

D. IMAGINARY

2300144

IF YOU WERE TO DRAW A MAP OF YOUR SCHOOLROOM, IT WOULD

2300145

* THE ROOM.

2300145

*A. BE SMALLER THAN

2300145

B. BE LARGER THAN

2300145

C. BE THE SAME SIZE AS

2300145

D. LOOK DIFFERENT THAN

2300145

TO MEASURE DISTANCE ON A MAP, A SCALE IS USED. USING THE FOLLOWING SCALES WHICH MAP WOULD BE PICTURED

2300146

2300146

A SCALE SHOWS THAT ONE INCH EQUALS FOUR FEET. IT WOULD BE A

2300146

2300146

*A. SCHOOLROOM.

2300146

B. STATE.

2300146

C. COMMUNITY.

2300146

D. STREET.

2300146

WHICH OF THE FOLLOWING WOULD BE SHOWN ON AN EIGHT BY TEN INCH MAP WITH A SCALE OF ONE INCH EQUALING 2500 MILES

2300147

2300147

A. SOUTH AMERICA

2300147

*B. WORLD

2300147

C. EASTERN HEMISPHERE

2300147

D. U.S.A.

2300147

WHICH OF THE FOLLOWING WOULD BE SHOWN ON AN EIGHT BY TEN INCH MAP WITH A SCALE OF ONE INCH EQUALING 10 MILES

2300148

2300148

A. STATE

2300148

*B. CITY.

2300148

C. U.S.A.

2300148

D. EUROPE.

2300148

WHICH OF THE FOLLOWING WOULD BE SHOWN ON AN EIGHT BY TEN INCH MAP WITH A SCALE OF ONE INCH EQUALING 300 MILES

2300149

2300149

A. STATE

2300149

B. WESTERN HEMISPHERE

2300149

GIVEN THE LATITUDE AND LONGITUDE OF SEVERAL PLACES, THE STUDENT
WILL DEMONSTRATE HIS ABILITY TO FIND EACH BY MATCHING THE
LATITUDE AND LONGITUDE WITH THE PLACE THEY REPRESENT. %100

0015

FIND THE LATITUDE AND LONGITUDE GIVEN THEN PUT THE LETTER THAT
IDENTIFIES THE PLACE ON THE BLANK.

- A. AFRICA
- B. AUSTRALIA
- C. CANADA
- D. CHINA
- F. GREENLAND
- F. INDIAN OCEAN
- G. INDIA
- H. MEXICO
- I. SOVIET UNION
- J. UNITED STATES

50TH LINE OF LATITUDE NORTH AND 110TH LINE OF LONGITUDE WEST.	*C	1532
80TH LINE OF LATITUDE NORTH AND 50TH LINE OF LONGITUDE WEST.	*E	1533
10TH LINE OF LATITUDE NORTH AND 20TH LINE OF LONGITUDE EAST.	*A	1534
30TH LINE OF LATITUDE NORTH AND 80TH LINE OF LONGITUDE EAST.	*G	1535
20TH LINE OF LATITUDE NORTH AND 100TH LINE OF LONGITUDE WEST.	*H	1536
40TH LINE OF LATITUDE NORTH AND 110TH LINE OF LONGITUDE WEST.	*J	1537
30TH LINE OF LATITUDE SOUTH AND 140TH LINE OF LONGITUDE EAST.	*B	1538
20TH LINE OF LATITUDE SOUTH AND 60TH LINE OF LONGITUDE EAST.	*F	1539
40TH LINE OF LATITUDE NORTH AND 110TH LINE OF LONGITUDE EAST.	*D	1540
60TH LINE OF LATITUDE NORTH AND 60TH LINE OF LONGITUDE EAST.	*I	1541

THE CHILD WILL DEMONSTRATE HIS ABILITY TO RECALL THE LOCATION OF
SELECTED LAND AND WATER AREAS OF THE EARTH IN RELATION TO THE EQUATOR
AND THE HEMISPHERES BY CORRECTLY IDENTIFYING THESE AREAS. %80

0086

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF
CHOICES.

0001

A BOAT SAILING FROM EUROPE FOR N. AMERICA WOULD CROSS WHICH
OCEANO

- A. PACIFIC
- B. INDIAN
- *C. ATLANTIC
- D. ARCTIC

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2300104

CONTINENTS WOULD YOU PASS THROUGH

- A. EUROPE-ASIA
- B. AFRICA-AUSTRALIA
- *C. AFRICA-S. AMERICA
- D. S. AMERICA-AUSTRALIA

2300105
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YOU AND A FRIEND CUT A GLOBE IN HALF ALONG THE EQUATOR. IF YOUR HALF CONTAINED THE ARCTIC OCEAN, WHAT CONTINENTS WOULD BE COMPLETELY OR ALMOST COMPLETELY LOCATED ON IT?

- A. N. AMERICA, AUSTRALIA, ASIA
- B. EUROPE, ASIA, AFRICA
- *C. N. AMERICA, EUROPE, ASIA
- D. S. AMERICA, ANTARCTICA, AFRICA

2300106
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2300106

WHAT WHOLE CONTINENTS WOULD YOUR FRIENDS HALF HAVE?

- A. AUSTRALIA, AFRICA, ANTARCTICA
- B. S. AMERICA, AUSTRALIA
- C. AFRICA, ASIA
- *D. ANTARCTICA, AUSTRALIA

2300107
2300107
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2300107

THIS OCEAN BORDERS THE COAST OF N. AMERICA AND ASIA.

- A. INDIAN
- *B. PACIFIC
- C. ATLANTIC
- D. ARCTIC

2300108
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2300108

IN TRAVELING FROM AFRICA TO AUSTRALIA WHICH OCEAN WOULD BE CROSSED?

- *A. INDIAN
- B. PACIFIC
- C. ATLANTIC
- D. ARCTIC

2300109
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2300109

ANTARCTICA IS LOCATED IN THE

- A. SOUTHERN HEMISPHERE.
- B. EASTERN HEMISPHERE.
- C. WESTERN HEMISPHERE.
- *D. ALL OF ABOVE

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CHOOSE THE BEST ANSWER EXPLAINING WHY THE NORTHERN HEMISPHERE HAS A HIGHER POPULATION COUNT THAN THE SOUTHERN HEMISPHERE.

- A. THE CLIMATE IS MORE MILD.
- B. THERE ARE MORE NATURAL RESOURCES.
- *C. THERE IS MORE LAND AREA.
- D. THERE ARE MORE TRAVEL ROUTES.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO INTERPRET MAP INFORMATION BY IDENTIFYING AND USING SYMBOLS, COLORS AND KEYS. \$22n

0088

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

THE SYMBOL FOR WHICH OF THE FOLLOWING WOULD *NOT* BE IN THE MAP OF *EACH* OF THE STATES?

- *A. MOUNTAINS
- B. STATE BORDER
- C. CITY

2300118
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2300118

D. CAPITAL CITY

2300118

WHICH SYMBOL WOULD YOU SEE ON A POLITICAL MAP SHOWING CANADA AND THE U.S.A. O THE SYMBOL FOR A/AN

2300119

2300119

A. CANAL.

2300119

B. INTERSTATE HIGHWAY.

2300119

*C. INTERNATIONAL BOUNDARY.

2300119

D. RAILROAD.

2300119

IF YOU WERE LOOKING AT A ROAD MAP ON YOUR WAY FROM ILLINOIS TO INDIANA, WHICH SYMBOL WOULD YOU *NOT* FIND. THE SYMBOL FOR A/AN

2300120

2300120

A. INTERSTATE HIGHWAY.

2300120

*B. INTERNATIONAL BORDER.

2300120

C. INTERSTATE BORDER.

2300120

D. CITY.

2300120

YOU WOULD *NOT* USE A SYMBOL FOR A * * ON A MAP OF THE WATERWAYS OF THE U.S.A.

0121

2300121

A. CANAL

2300121

B. RIVER

2300121

C. LAKE

2300121

*D. RAILROAD

2300121

THE DIFFERENCE BETWEEN A CANAL AND A RIVER IS ~~THAT THE~~ CANAL

2300122

A. IS USED MORE.

2300122

B. IS DEEPER.

2300122

C. HAS TRIBUTARIES.

2300122

*D. IS MAN-MADE.

2300122

IN A DETAILED MAP OF CHICAGO YOU WOULD SEE MANY SYMBOLS SHOWING

2300123

*A. TRANSPORTATION ROUTES.

123

B. NATURAL RESOURCES.

2300123

C. CITIES.

2300123

D. FARM PRODUCTS.

2300123

COLORS ARE USED TO SHOW THE ELEVATION OF THE LAND IN RELATION TO THE SEA. CHOOSE THE *BEST* ANSWER AND MATCH THE FOLLOWING

2300124

2300124

DARK GREEN

2300124

*A. VALLEY

2300124

B. HIGHLAND

2300124

C. HILLY AREA

124

D. MOUNTAIN

2300124

COLORS ARE USED TO SHOW THE ELEVATION OF THE LAND IN RELATION TO THE SEA. CHOOSE THE *BEST* ANSWER AND MATCH THE FOLLOWING

2300125

2300125

DARK BROWN

2300125

A. VALLEY

2300125

B. HILLY AREA

125

C. LOWLAND

2300125

*D. MOUNTAIN

2300125

COLORS ARE USED TO SHOW THE ELEVATION OF THE LAND IN RELATION TO THE SEA. CHOOSE THE *BEST* ANSWER AND MATCH THE FOLLOWING

2300126

2300126

YELLOW

2300126

A. VALLEY

2300126

*B. HIGHLAND

2300126

C. LOWLAND

2300126

D. MOUNTAIN

2300126

A CAPTAIN OF A SHIP WOULD BE INTERESTED IN THE SHADES OF BLUE ON AN OCEAN MAP BECAUSE THEY SHOW

2300127

2300127

- A. OCEAN CURRENTS.
- *B. DEPTH OF WATER.
- C. FISHING AREAS.
- D. STORM CENTERS.

2300127
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IF YOU SEE A MAP KEY CONTAINING SYMBOLS FOR HAY, CORN, WHEAT, AND PIGS, THE MAP WOULD BE SHOWING

- A. THE NUMBER OF HARVESTS A YEAR.
- B. PIGS DEPEND ON WHEAT.
- C. THE NUMBER OF FARMS IN THE AREA.
- *D. PRODUCTS THAT ARE RAISED IN THE AREA.

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WHAT WOULD BE THE RELATION BETWEEN THE FOLLOWING TYPES OF U.S.A. MAPS?

WITH RESPECT TO RAINFALL AND FARMING AREAS, IT WOULD SHOW THAT

- *A. FARMERS NEED RAIN.
- B. RAIN DESTROYS CROPS.
- C. MANY PEOPLE ARE FARMERS.
- D. THERE IS NO RELATION.

2300129
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WITH RESPECT TO POPULATION AND CITIES, IT WOULD SHOW THAT

- A. MORE PEOPLE LIVE IN THE COUNTRY.
- B. MORE PEOPLE MOVE EACH YEAR.
- *C. MORE PEOPLE LIVE IN CITIES.
- D. THERE IS NO RELATION.

2300130
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IF YOU WERE IN THE STATE OF CALIFORNIA AND WALKED TOWARD THE NORTH POLE, YOU WOULD BE TRAVELING

- A. EAST.
- B. NORTHEAST.
- *C. NORTH.
- D. NORTHWEST.

2300131
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2300131

YOU ARE IN A BOAT IN THE MIDDLE OF THE ATLANTIC OCEAN HEADING NORTH AND YOU WANT TO CHANGE YOUR COURSE AND GO SOUTH. YOU WOULD TURN IN A

- *A. HALF CIRCLE.
- B. QUARTER CIRCLE.
- C. CIRCLE AND A HALF.
- D. FULL CIRCLE.

2300132
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2300132

YOU ARE IN A PLANE THAT IS FLYING OVER THE NORTH POLE. BEFORE REACHING THE POLE IT IS HEADING NORTH. AS SOON AS IT PASSES OVER THE POLE IT IS HEADED

- A. SOUTHEAST.
- B. EAST.
- C. WEST.
- *D. SOUTH.

2300133
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2300133

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF LATITUDE AND LONGITUDE BY SELECTING THE APPROXIMATE NORTH-SOUTH DISTANCE BETWEEN TWO STATED POINTS BY USING LINES OF LATITUDE. #2

0137

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

A CITY LOCATED 10 DEGREES NORTH LATITUDE LINE IS ABOUT HOW MANY MILES FROM THE EQUATOR?

2300450
2300459

- A. 10
- B. 100
- C. 500
- *D. 700

2300459
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2300459

A CITY IS LOCATED AT 20 DEGREES NORTH LATITUDE AND 30 DEGREES EAST LONGITUDE. ANOTHER CITY IS LOCATED AT 30 DEGREES NORTH LATITUDE AND 30 DEGREES EAST LONGITUDE. ABOUT HOW FAR APART ARE THESE CITIES?

- A. 300
- B. 500
- *C. 700
- D. 1,000

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECALL THE APPROXIMATE LATITUDE AND LONGITUDE OF ANCIENT EGYPT, ANCIENT CHINA, ANCIENT ROME AND COLONIAL AMERICA BY IDENTIFYING THE LOCATION OF THESE AREAS. %7b

0138

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE LIST OF GIVEN CHOICES.

0002

A LONGITUDE LINE RUNNING THROUGH ANCIENT EGYPT WOULD BE

2300461
2300461
2300461
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2300461

- A. 10 DEGREES E.
- B. 20 DEGREES W.
- *C. 30 DEGREES E.
- D. 40 DEGREES W.

A LATITUDE LINE RUNNING THROUGH ANCIENT EGYPT WOULD BE

2300462
2300462
2300462
2300462
2300462

- A. 10 DEGREES S.
- B. 20 DEGREES S.
- *C. 30 DEGREES N.
- D. 40 DEGREES N.

A LONGITUDE LINE RUNNING THROUGH ANCIENT ROME WOULD BE

2300463
2300463
2300463
2300463
2300463

- *A. 10 DEGREES E.
- B. 20 DEGREES W.
- C. 60 DEGREES E.
- D. 60 DEGREES W.

A LATITUDE LINE RUNNING THROUGH ANCIENT ROME WOULD BE

2300464
2300464
2300464
2300464
2300464

- A. 20 DEGREES N.
- B. 20 DEGREES S.
- C. 40 DEGREES S.
- *D. 40 DEGREES N.

A LONGITUDE LINE RUNNING THROUGH ANCIENT CHINA WOULD BE

2300465
2300465
2300465
2300465
2300465

- *A. 100 DEGREES E.
- B. 100 DEGREES W.
- C. 160 DEGREES E.
- D. 160 DEGREES W.

A LONGITUDE LINE RUNNING THROUGH COLONIAL AMERICA WOULD BE

0466
466
466
2300466
2300466

- A. 80 DEGREES E.
- *B. 80 DEGREES W.
- C. 100 DEGREES E.
- D. 100 DEGREES W.

A LATITUDE LINE RUNNING THROUGH COLONIAL AMERICA WOULD BE

- A. 20 DEGREES N.
- B. 20 DEGREES S.
- C. 40 DEGREES S.
- *D. 40 DEGREES N.

2300468
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STUDENTS WILL INDICATE A KNOWLEDGE OF A GRID AS A DEVICE TO
DIVIDE THE EARTH INTO SECTIONS USING LATITUDE AND LONGITUDE LINES
BY CORRECTLY SELECTING THE APPROPRIATE DEFINITION. #20

0139

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF
CHOICES.

0001

A GRID USED BY GEOGRAPHERS IS COMPOSED OF

- A. LONGITUDE LINES ONLY.
- B. LATITUDE LINES ONLY.
- *C. LONGITUDE AND LATITUDE LINES.
- D. GREAT CIRCLES.

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A GRID ON A MAP IS USED TO

- A. IDENTIFY BODIES OF WATER.
- B. DESCRIBE TOPOGRAPHY.
- C. DETERMINE ELEVATION.
- *D. DIVIDE THE GLOBE.

2300471
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GIVEN A MAP WITH A SCALE OF MILES, THE STUDENT WILL APPLY HIS
KNOWLEDGE TO MEASURE THE DISTANCE BETWEEN ANY TWO STATED POINTS
ON A MAP BY CORRECTLY MEASURING THE POINTS. #20

0148

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF
CHOICES.

0001

THE STRAIGHT LINE DISTANCE FROM POINT A TO POINT B IS

- *A. 310 MILES.
- B. 125 MILES.
- C. 160 MILES.
- D. 300 MILES.

2300518
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THE STRAIGHT LINE DISTANCE FROM POINT G TO POINT E IS

- A. 550 MILES.
- B. 600 MILES.
- C. 160 MILES.
- *D. 365 MILES.

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GIVEN A MAP WITH A DIRECTION INDICATOR, THE STUDENT WILL SHOW
HIS KNOWLEDGE OF ITS USE BY SELECTING THE DIRECTION TO BE FOLLOWED
IN TRAVELING FROM ONE STATED POINT TO ANOTHER STATED POINT ON THE
MAP. #20

0149

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF
CHOICES.

0001

IN TRAVELING THE SHORTEST DISTANCE FROM POINT A TO POINT E, YOU WOULD GO IN WHICH DIRECTIONO

- A. NORTHEAST
- B. SOUTHWEST
- *C. SOUTHEAST
- D. NORTHWEST

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IN TRAVELING FROM POINT B TO POINT D, YOU WOULD PROBABLY GO MOSTLY IN WHICH DIRECTIONO

- A. NORTH
- *B. SOUTH
- C. EAST
- D. WEST

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WHEN GIVEN ONE DIRECTION, THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF THE CARDINAL DIRECTIONS BY IDENTIFYING THE POSITION OF THE OTHER THREE. \$40

0150

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

IF YOU FACE NORTH, YOUR BACK IS TO THE

- A. NORTH.
- *B. SOUTH.
- C. EAST.
- D. WEST.

2300522
2300522
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2300522

IF YOUR RIGHT ARM POINTS EAST, YOUR LEFT ARM POINTS

- A. NORTH.
- B. SOUTH.
- C. EAST.
- *D. WEST.

2300523
2300523
2300523
2300523
2300523

IF YOUR BACK IS FACING WEST, YOUR LEFT HAND IS POINTING

- *A. NORTH.
- B. SOUTH.
- C. EAST.
- D. WEST.

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2300524

IF YOUR LEFT HAND IS POINTING NORTHWEST, YOU ARE FACING

- A. NORTH.
- *B. NORTHEAST.
- C. SOUTHWEST.
- D. SOUTHEAST.

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THE STUDENT WILL DEMONSTRATE HIS RECOGNITION OF COMMONLY USED MAP SYMBOLS TO IDENTIFY PLACES, BOUNDARIES AND TYPES AND ROUTES OF TRANSPORTATION SYSTEMS BY CORRECTLY IDENTIFYING THEM IN A GIVEN LIST OF CHOICES. \$20

0152

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

INTERNATIONAL BOUNDARIES ARE INDICATED BY

- A. SOLID LINES.

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2300530

- *B. BROKEN LINES.
- C. NAMES OF NATIONS.
- D. MOUNTAINS.

2300530
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2300530

CAPITALS ARE INDICATED BY A

- *A. STAR IN A CIRCLE.
- B. BLACK CIRCLE.
- C. NAME WRITTEN ALL IN CAPITAL LETTERS.
- D. WHITE CIRCLE.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO GATHER INFORMATION FROM A GLOBE BY USING A GLOBE TO SELECT THE BEST ANSWER TO GIVEN STATEMENTS. §39

0014

READ EACH STATEMENT. CIRCLE THE LETTER THAT COMPLETES THE STATEMENT.

THE HEMISPHERE THAT CONTAINS MORE LAND THAN WATER IS THE

1524

- A. SOUTHERN.
- *B. NORTHERN.

THE *LARGEST* CONTINENT IS

1525

- A. SOUTH AMERICA.
- *B. ASIA.
- C. THE UNITED STATES.
- D. AFRICA.

ON THE GLOBE THE NORTH AND SOUTH LINES ARE CALLED LINES OF

1526

- A. LONGITUDE.
- *B. LATITUDE.

THE *SMALLEST* CONTINENT ON THE GLOBE IS

1527

- A. ANTARCTICA.
- B. EUROPE.
- C. SOUTH AMERICA.
- *D. AUSTRALIA.

THE *LARGEST* OCEAN IS THE

1528

- *A. PACIFIC.
- B. ATLANTIC.
- C. INDIAN.
- D. ARCTIC.

THE EQUATOR PASSES THROUGH ALL OF THE FOLLOWING OCEANS *EXCEPT*

1529

- A. ATLANTIC.
- B. PACIFIC.
- *C. ARCTIC.
- D. INDIAN.

THE 20TH LINE OF LATITUDE SOUTH GOES THROUGH EACH OF THE FOLLOWING *EXCEPT*

1530

- A. CHILE.
- B. BRAZIL.
- *C. ARGENTINA.
- D. BOLIVIA.

THE 20TH LINE OF LATITUDE NORTH PASSES THROUGH EACH OF THE FOLLOWING *EXCEPT*

1531

- *A. HAWAII.
- B. MEXICO.
- C. CUBA.
- D. BAHAMA ISLANDS.

WHICH OCEAN IS COMPLETELY WITHIN THE EASTERN HEMISPHERE?

- *A. INDIAN OCEAN
- B. PACIFIC OCEAN
- C. ATLANTIC OCEAN
- D. ARCTIC OCEAN

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WHICH CONTINENT IS COMPLETELY WITHIN THE NORTHERN AND WESTERN HEMISPHERES?

- A. SOUTH AMERICA
- B. AFRICA
- *C. NORTH AMERICA
- D. AUSTRALIA

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WHICH CONTINENT IS IN THE NORTHERN, SOUTHERN, AND WESTERN HEMISPHERES?

- *A. SOUTH AMERICA
- B. NORTH AMERICA
- C. ASIA
- D. AFRICA

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THROUGH WHICH CONTINENT IN THE WESTERN HEMISPHERE DOES THE EQUATOR PASS?

- A. NORTH AMERICA
- *B. SOUTH AMERICA
- C. AFRICA
- D. EUROPE

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WHICH CONTINENT IS IN THE EASTERN, NORTHERN, AND SOUTHERN HEMISPHERES?

- A. NORTH AMERICA
- B. ASIA
- *C. AFRICA
- D. AUSTRALIA

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2301318

EUROPE IS * OF AFRICA.

- A. NORTH
- B. SOUTH
- C. EAST
- *D. WEST

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2301319
2301319
2301319

NORTH AMERICA IS * OF THE ARCTIC OCEAN.

- A. NORTH
- *B. SOUTH
- C. EAST
- D. WEST

2301320
2301320
2301320
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2301320

ASIA IS * OF EUROPE.

- A. NORTH
- B. SOUTH
- *C. EAST
- D. WEST

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2301321

THE INDIAN OCEAN IS * OF ASIA.

- A. NORTH
- *B. SOUTH
- C. EAST

2301322
2301322
2301322
2301322

D. WEST	2301322
THE PACIFIC OCEAN IS * * OF NORTH AND SOUTH AMERICA.	2301323
A. NORTH	2301323
B. SOUTH	2301323
C. EAST	2301323
*D. WEST	2301323
THE ATLANTIC OCEAN IS * * OF NORTH AMERICA AND SOUTH AMERICA.	2301324
A. NORTH	2301324
B. SOUTH	2301324
*C. EAST	2301324
D. WEST	2301324
AUSTRALIA IS * * OF ANTARCTICA.	2301325
*A. NORTH	2301325
B. SOUTH	2301325
C. EAST	2301325
D. WEST	2301325
NORTH-SOUTH LINES ON THE GLOBE MEET AT THE	2301326
A. EQUATOR.	2301326
*B. POLES.	2301326
C. TROPIC OF CANCER.	2301326
D. TROPIC OF CAPRICORN.	2301326
THE ARCTIC AND ANTARCTIC CIRCLES ARE * * LINES.	2301327
*A. EAST-WEST	2301327
B. NORTH-SOUTH	2301327
C. NORTHEAST	2301327
D. SOUTHWEST	2301327
THE LINES THAT ARE ALWAYS THE SAME DISTANCE APART ON THE GLOBE ARE THE * * LINES.	2301328
A. NORTHWEST	2301328
B. NORTH-SOUTH	2301328
C. SOUTHEAST	2301328
*D. EAST-WEST	2301328
THE TROPIC OF CANCER IS IN THE * * HEMISPHERE.	2301329
A. SOUTHERN	2301329
B. EASTERN	2301329
*C. NORTHERN	2301329
D. WESTERN	2301329
THE ARCTIC CIRCLE IS * * OF THE EQUATOR.	2301330
*A. NORTH	2301330
B. WEST	2301330
C. SOUTH	2301330
D. EAST	2301330
THE ANTARCTIC CIRCLE IS IN THE * * HEMISPHERE.	2301331
*A. SOUTHERN	2301331
B. NORTHERN	2301331
C. EASTERN	2301331
D. WESTERN	2301331

CIRCLE *T* IF THE STATEMENT IS TRUE, OR CIRCLE *F* IF IT IS FALSE.

T *F* THE EARTH HAS MORE LAND THAN WATER.

T* F	AMERICA IS IN THE NORTHERN HEMISPHERE.	1558
T* F	HALF A SPHERE IS CALLED A HEMISPHERE.	1559
T* F	THE COLORS ON THE GLOBE STAND FOR ELEVATION, LAND AND WATER.	1559
T* F	EUROPE AND ASIA ARE JOINED TOGETHER AND CALLED EURASIA.	1560
T* F	THE LARGEST OCEAN IS THE PACIFIC OCEAN.	1561
T F*	NORTH AMERICA IS A SMALLER CONTINENT THAN AUSTRALIA.	1562
T* F	YOU CAN TELL GENERALLY WHAT TYPE OF CLIMATE A PLACE HAS IF YOU KNOW WHAT LATITUDE *HIGH, MIDDLE OR LOW IT IS LOCATED IN.	1563
T F*	THE MIDDLE LATITUDES HAVE THE FEWEST CITIES.	1564
T* F	ALL LINES OF LONGITUDE MEET AT THE NORTH POLE.	1565
T* F	LINES OF LATITUDE ARE THE SAME NUMBER OF DEGREES APART ALL AROUND THE GLOBE.	1566
T* F	THE UNITED STATES IS MAINLY LOCATED IN THE MIDDLE LATITUDES.	1567
T F*	YOU WOULD PROBABLY FIND THE COLDEST WEATHER IN THE LOW LATITUDES.	1568

THE CHILD WILL DEMONSTRATE HIS ABILITY TO READ A TIME ZONE MAP BY SELECTING THE CORRECT TIME ZONE FOR A GIVEN SET OF LOCATIONS.

16

DIRECTIONS-- USING THE MAP IN YOUR TEXT, CHOOSE THE CORRECT TIME ZONES IN EACH OF THE GIVEN PLACES.

TEXAS

- A. PACIFIC STANDARD TIME
- B. MOUNTAIN STANDARD TIME
- *C. CENTRAL STANDARD TIME
- D. EASTERN STANDARD TIME

2301813
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2301813
2301813

WYOMING

- A. PACIFIC STANDARD TIME
- *B. MOUNTAIN STANDARD TIME
- C. CENTRAL STANDARD TIME
- D. EASTERN STANDARD TIME

2301814
2301814
2301814
2301814
2301814

PENSACOLA, FLORIDA

- A. PACIFIC STANDARD TIME
- B. MOUNTAIN STANDARD TIME
- *C. CENTRAL STANDARD TIME
- D. EASTERN STANDARD TIME

2301815
1815
2301815
2301815
2301815

NEW YORK CITY, NEW YORK

- A. PACIFIC STANDARD TIME
- B. MOUNTAIN STANDARD TIME

2301816
2301816
2301816

C. CENTRAL STANDARD TIME
*D. EASTERN STANDARD TIME

2301816
2301816

ILLINOIS

A. PACIFIC STANDARD TIME
B. MOUNTAIN STANDARD TIME
*C. CENTRAL STANDARD TIME
D. EASTERN STANDARD TIME

2301817
2301817
2301817
2301817
2301817

CALIFORNIA

*A. PACIFIC STANDARD TIME
B. MOUNTAIN STANDARD TIME
C. CENTRAL STANDARD TIME
D. EASTERN STANDARD TIME

2301818
2301818
2301818
2301818
2301818

LOUISIANA

A. PACIFIC STANDARD TIME
B. MOUNTAIN STANDARD TIME
*C. CENTRAL STANDARD TIME
D. EASTERN STANDARD TIME

2301819
2301819
2301819
2301819
2301819

SOUTH CAROLINA

A. PACIFIC STANDARD TIME
B. MOUNTAIN STANDARD TIME
C. CENTRAL STANDARD TIME
*D. EASTERN STANDARD TIME

2301820
2301820
2301820
2301820
2301820

MAINE

A. PACIFIC STANDARD TIME
B. MOUNTAIN STANDARD TIME
C. CENTRAL STANDARD TIME
*D. EASTERN STANDARD TIME

2301821
2301821
2301821
2301821
2301821

MISSOURI

A. PACIFIC STANDARD TIME
B. MOUNTAIN STANDARD TIME
*C. CENTRAL STANDARD TIME
D. EASTERN STANDARD TIME

2301822
2301822
2301822
2301822
2301822

MONTANA

A. PACIFIC STANDARD TIME
*B. MOUNTAIN STANDARD TIME
C. CENTRAL STANDARD TIME
D. EASTERN STANDARD TIME

2301823
2301823
2301823
2301823
2301823

COLORADO

A. PACIFIC STANDARD TIME
*B. MOUNTAIN STANDARD TIME
C. CENTRAL STANDARD TIME
D. EASTERN STANDARD TIME

2301824
2301824
2301824
2301824
2301824

PENNSYLVANIA

A. PACIFIC STANDARD TIME
B. MOUNTAIN STANDARD TIME
C. CENTRAL STANDARD TIME
*D. EASTERN STANDARD TIME

2301825
2301825
2301825
2301825
2301825

WISCONSIN

A. PACIFIC STANDARD TIME
B. MOUNTAIN STANDARD TIME
*C. CENTRAL STANDARD TIME

2301826
2301826
2301826
2301826

D. EASTERN STANDARD TIME

2301826

NEVADA

- *A. PACIFIC STANDARD TIME
- B. MOUNTAIN STANDARD TIME
- C. CENTRAL STANDARD TIME
- D. EASTERN STANDARD TIME

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2301827

IDAHO

- *A. PACIFIC STANDARD TIME
- *B. MOUNTAIN STANDARD TIME
- C. CENTRAL STANDARD TIME
- D. EASTERN STANDARD TIME

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THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF TIME ZONE MAPS BY SELECTING THE CORRECT TIME FOR A GIVEN PLACE IN RELATION TO ANOTHER. *10

DIRECTIONS-- USING YOUR TIME ZONE MAP, CHOOSE THE TIME IT WOULD BE IN EACH OF THE FOLLOWING AREAS.

IF IT IS 1 O'CLOCK IN OREGON, WHAT TIME IS IT IN WEST VIRGINIA?

- A. 2 O'CLOCK
- B. 3 O'CLOCK
- *C. 4 O'CLOCK
- D. 5 O'CLOCK

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IF IT IS 4 O'CLOCK IN NORTH CAROLINA, IT IS * * IN COLORADO.

- *A. 2 O'CLOCK
- B. 3 O'CLOCK
- C. 4 O'CLOCK
- D. 5 O'CLOCK

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IF THE PRESIDENT'S INAUGURAL SPEECH WAS HEARD AT 2 O'CLOCK IN OHIO, AT WHAT TIME, WILL IT BE HEARD IN ILLINOIS?

- *A. 1 O'CLOCK
- B. 2 O'CLOCK
- C. 3 O'CLOCK
- D. 4 O'CLOCK

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THE SUPREMES ARE MAKING A TELEVISION APPEARANCE IN MASSACHUSETTS AT 4 O'CLOCK. IF THE SHOW LASTS 2 HOURS, WHAT TIME WILL IT END IN COLORADO?

- A. 3 O'CLOCK
- *B. 4 O'CLOCK
- C. 5 O'CLOCK
- D. 6 O'CLOCK

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IF A CALL WAS MADE AT 12 P. M. FROM NEW MEXICO, WHAT TIME WILL THE PARTY IN MISSISSIPPI RECEIVE THAT CALL?

- *A. 1 P. M.
- B. 2 P. M.
- C. 11 P. M.
- D. 10 P. M.

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HOW MANY TIMES WOULD A JET CROSS TIME-ZONE BARRIERS TRAVELING FROM NEW YORK TO LOS ANGELES?

- A. ONE

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- B. TWO
- *C. THREE
- D. FOUR

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A PERSON FLYING FROM OHIO AT 11 P. M. MAY FIND HIMSELF SLEEPY.
EVEN THOUGH THE TIME IN NEVADA IS

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- A. 6 P. M.
- *B. 8 P. M.
- C. 1 A. M.
- D. 2 A. M.

IF YOU CROSSED THE OREGON-INDIANA STATE LINE AT 8 P. M. GOING
EASTWARD, WHAT ADJUSTMENT WOULD YOU MAKE ON YOUR WATCH?

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- A. SET IT BACK TO 7 P. M.
- B. LEAVE IT AT 8 P. M.
- *C. SET IT FORWARD TO 9 P. M.
- D. SET IT BACK TO 6 P. M.

IF YOU CROSSED THE OHIO-INDIANA STATE LINE AT 1 A. M. GOING
WESTWARD, WHAT ADJUSTMENT WOULD YOU MAKE ON YOUR WATCH?

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- *A. SET IT BACK TO 12 P. M.
- B. SET IT FORWARD TO 2 A. M.
- C. LEAVE IT AT 1 A. M.
- D. SET IT BACK TO 11 A. M.

IF YOU WERE TRAVELING FROM OKLAHOMA TO CALIFORNIA, HOW MANY TIME
ZONE BARRIERS WOULD YOU CROSS?

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- A. ONE
- *B. TWO
- C. THREE
- D. FOUR

C. CRITICAL THINKING

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN
FACT AND OPINION STATEMENTS BY CORRECTLY CATEGORIZING A GIVEN SET
OF STATEMENTS. %24□

0388

DIRECTIONS - DETERMINE WHETHER THE STATEMENTS BELOW ARE FACTS OR
OPINIONS. IF THE STATEMENT IS A FACT, CIRCLE THE *A*. IF IT IS AN
OPINION, CIRCLE THE *B*.

IT IS A VERY HOT DAY. *B

2803

THE TEMPERATURE IS 98 DEGREES TODAY. *A

2804

JANE'S DRESS IS PRETTY. *B

2805

JANE'S DRESS IS RED. *A

2806

WE HAVE BEEN HERE A WEEK. *A

2807

WE HAVE BEEN HERE FOR A LONG TIME. *B

2808

WE HAVE ARITHMETIC TODAY. *A	2811
ARITHMETIC IS MY BEST SUBJECT. *B	2812
MARY RIDES THE BUS TO SCHOOL. *A	2813
THE CHILDREN WHO RIDE THE BUS ARE NOISEY. *B	2814
BILL IS A BETTER BASEBALL PLAYER THAN JACK. *B	2815
BILL AND JACK PLAY BASEBALL. *A	2816
EVERY WEDNESDAY WE HAVE HAMBURGERS FOR LUNCH. *A	2817
HAMBURGERS ARE MY FAVORITE FOOD. *B	2818
ERNIE BANKS IS THE GREATEST LIVING BASEBALL PLAYER. *B	2819
ERNIE BANKS HAS HIT OVER 500 HOME RUNS. *A	2820
GIRLS ARE BETTER WRITERS THAN BOYS. *B	2821
BETTY RECEIVED FIRST PLACE IN THE WRITING CONTEST. *A	2822
SHE IS WEARING A VERY EXPENSIVE DRESS. *B	2823
HER DRESS COST TEN DOLLARS. *A	2824
IT IS MORE FUN TO HAVE GYM IN THE HALL. *B	2825
ON RAINY DAYS WE HAVE GYM IN THE HALL. *A	2826

THE CHILD WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN FACT AND OPINION BY CORRECTLY CATEGORIZING A GIVEN SET OF STATE- MENTS. %56□	0011
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INSTRUCTIONS

IF THE STATEMENTS LISTED BELOW ARE FACTS, CIRCLE THE *F*. IF THE
STATEMENT CAN *NOT* BE READILY PROVED OR DISPROVED, CIRCLE THE
O.

HAMSTERS ARE BETTER PETS THAN SNAKES.	1807
A. F	
*B. O	

SALLY IS OVERWEIGHT.	1808
*A. F	
B. O	

SOME CARS ARE RED.	1809
*A. F	
B. O	

ROSES SMELL GOOD.	1810
A. F	

HORSES ARE BIGGER THAN RABBITTS.

- *A. F
- B. O

1811

ALL CARS USE FUEL.

- *A. F
- B. O

1812

MISS SMITH IS A BETTER TEACHER THAN MISS JONES.

- A. F
- *B. O

1813

ERNIE BANKS IS THE BEST FIRST BASEMAN IN THE MAJOR LEAGUES.

- A. F
- *B. O

1814

SOME DOGS CAN SWIM.

- *A. F
- B. O

1815

COKE TASTES GOOD

- A. F
- *B. O

1816

ST. LOUIS IS A CITY.

- *A. F
- B. O

1817

HOT DOGS TASTES BETTER THAN HAMBURGERS.

- A. F
- *B. O

1818

YELLOW IS A PRETTY COLOR.

- A. F
- *B. O

1819

VANILLA MILK SHAKES ARE BETTER THAN CHOCOLATE MILK SHAKES.

- A. F
- *B. O

1820

JUNE IS THE NICEST MONTH.

- A. F
- *B. O

1821

MARIO ANDRETTI IS A RACE CAR DRIVER.

- *A. F
- B. O

1822

SKIING IS FUN.

- A. F
- *B. O

1823

CATS ARE MEMBERS OF THE ANIMAL KINGDOM.

- *A. F
- B. O

1824

AMERICAN CARS ARE BETTER THAN FOREIGN CARS.

- A. F
- *B. O

1825

A. F
*B. O

ALL PEOPLE GET THIRSTY.

*A. F
B. O

1827

SNOWY DAYS ARE PRETTY.

A. F
*R. O

1828

JENNY IS WEARING AN UGLY DRESS.

A. F
*B. O

1829

HAIL IS A FORM OF PRECIPITATION.

*A. F
B. O

1830

BARB IS WEARING A WIG.

*A. F
B. O

1831

SMOKING IS A DIRTY HABIT.

A. F
*B. O

1832

THE WATER IN LAKE MICHIGAN IS COLD.

A. F
*B. O

1842

LINDA HAS PRETTY HAIR.

A. F
*R. O

1843

ALL PEOPLE SLEEP.

*A. F
B. O

1844

SOME PEOPLE HAVE BLOND HAIR.

*A. F
B. O

1845

HOUSES ARE BIGGER THAN CARS.

*A. F
B. O

1846

ICED TEA TASTES GOOD IN THE SUMMERTIME.

A. F
*B. O

1847

SOME PEOPLE SMOKE CIGARS.

*A. F
B. O

1848

F*	O	MONEY IS A MEDIUM OF EXCHANGE.	1475
F	O*	THE MONETARY SYSTEM IS MORE EFFICIENT THAN TRADING.	1476
F	O*	THE CONSUMER IS ALWAYS RIGHT.	1477
F	O*	A GARAGE SALE IS A GOOD WAY TO GET RID OF JUNK.	1478
F	O*	MARKET IS A FUN GAME TO PLAY.	1479
F*	O	MAN IS BOTH A PRODUCER AND CONSUMER.	1480
F	O*	WE NEED MORE SPECIALIZED PEOPLE LIKE LAWYERS.	1481
F	O*	LEARNING ABOUT THE GLOBE IS MUCH MORE INTERESTING THAN LEARNING ABOUT MAPS.	1489
F*	O	THE EQUATOR IS SOMETIMES CALLED 0 DEGREES.	1490
F*	O	EAST-WEST LINES ON THE GLOBE ARE CALLED LINES OF LATITUDE.	1491
F*	O	THE COLORS ON THE GLOBE STAND FOR LAND, WATER AND ELEVATION.	1492
F	O*	IT WOULD BE MUCH NICER TO LIVE IN SOUTH AMERICA THAN CANADA.	1493
F*	O	THE WEATHER IS USUALLY WARMEST NEAR THE EQUATOR.	1494
F	O*	IT IS MUCH EASIER TO FIND LATITUDE THAN LONGITUDE.	1495
F*	O	THE UNITED STATES IS LOCATED IN THE WESTERN HEMISPHERE.	1496
F	O*	IT IS FAIRLY EASY TO START A BUSINESS.	1482
F*	O	MONEY IS PORTABLE AND SERVES AS A MEASURE OF VALUES.	1483
F*	O	PROFIT IS THE MONEY THAT IS LEFT OVER AFTER A BUSINESS PAYS ITS BILLS.	1484
F*	O	STOCKHOLDERS OWN A COMPANY.	1485
F	O*	A COLOR TV IS A GREAT THING TO HAVE.	1486
F	O*	WANTS ARE JUST AS IMPORTANT AS NEEDS.	1487
F*	O	A DOCTOR IS AN EXAMPLE OF A PERSON WHO IS A SPECIALIST.	1488

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN FACT AND OPINION STATEMENTS BY CORRECTLY CATEGORIZING A GIVEN SET OF STATEMENTS. 198

0303

IF THE STATEMENT LISTED BELOW IS A FACT, CIRCLE THE *A*. IF THE

0218

A SQUARE HAS 4 SIDES. *A	2512
THE BEATLES SOUND GOOD. *B	2513
PURPLE IS MADE OF RED AND BLUE. *A	2514
ROSES SMELL NICE. *B	2515
SALLY AND MARY ARE BOTH GIRLS. *A	2516
JAN IS SHORTER THAN DEAN. *A	2517
SOME HORSES ARE BLACK. *A	2518
CHOCOLATE ICE CREAM IS THE BEST KIND. *B	2519
MARY ALICE IS STUCK UP. *B	2520
WATER IS A CONDUCTOR OF ELECTRICITY. *A	2521
HEAT RISES. *A	2522
MUSTARD TASTES GOOD. *B	2523
BROTHERS CAUSE TROUBLE. *B	2524
FIRE ENGINES ARE USUALLY RED. *A	2525
LIGHTENING IS FRIGHTENING. *B	2526
RED IS A PRIMARY COLOR. *A	2527
CHEVIES ARE BETTER THAN FORDS. *B	2529
KENNEDY WAS A GOOD PRESIDENT. *B	2530
BLACK IS A DARK COLOR. *A	2531
JANE IS WEARING A GREEN DRESS. *A	2532
MARY IS WEARING A PRETTY DRESS. *B	2533
FIFTY CENTS IS NOT MUCH MONEY. *B	2534
IN ENGLISH ALL WORDS CONTAIN VOWELS. *A	2535
PARALLEL LINES NEVER MEET. *A	2536
BROCCOLI TASTES GOOD WITH BUTTER ON IT. *B	2537
SOME CACTI HAVE RED FLOWERS. *A	2538
BLUE IS A NICE COLOR. *B	2539
OUR FAMILY IS BETTER THAN YOUR FAMILY. *B	2540
KENTUCKY IS THE BEST STATE IN THE U. S. *B	2541

HONEY TASTES GOOD. *B	2543
CIGARETTES ARE REALLY NEAT. *B	2544
ALL ANIMALS ARE FURRY. *B	2545
NOT ALL SUGAR IS WHITE. *A	2546
CANDLES BURN FAST. *B	2547
RAVIOLI TASTES GOOD. *B	2548
FLOWERS SMELL GOOD. *B	2549
YOU CAN FIND RATTLESNAKES IN TEXAS. *A	2550
ONLY PEOPLE WHO ARE ABLE TO READ AND WRITE SHOULD BE ALLOWED TO VOTE. *B	2551
LINCOLN WAS OUR BEST PRESIDENT. *B	2552
HUBERT HUMPHREY IS A GOOD POLITICIAN. *B	2553
RICHARD NIXON IS A LOGICAL MAN. *B	2554
CHILDREN CAN SUFFER FROM POOR TEACHERS. *A	2555
ALL TEACHERS ARE REPUTABLE. *B	2556
SOME TEACHERS ARE INEFFECTUAL. *A	2557
BIRTHDAY CAKE IS FATTENING. *A	2558
LUNCH BREAKS ARE ALWAYS FUN. *B	2559
THERE ARE USUALLY 4 WEEKS IN EACH MONTH. *A	2560
SOME CHILDREN DO *NOT* LIKE CANDY. *A	2561
DOGS ARE SMARTER THAN CATS. *B	2562
RAIN IS WET. *A	2563
RAIN IS UNCOMFORTABLE. *B	2564
THE DOLLAR ISN'T WORTH AS MUCH AS IT USED TO BE. *A	2565
BLACK IS A GOOD COLOR. *B	2566
SOME DOGS ARE BROWN. *A	2567
MOST DOGS HAVE FOUR LEGS. *A	2568
YELLOW HOUSES ARE ATTRACTIVE. *B	2569
GOLDFISH MAKE DULL PETS. *B	2570
COWS EAT GRASS. *A	2571
ALICE'S HAIRDO IS UGLY. *B	

GRASSHOPPERS ARE SMALLER THAN BIRDS. *A	2573
ROSES SMELL GREAT. *B	2574
FORD MAKES THE BEST CARS. *B	2575
THE TV PROGRAM WAS INTERESTING. *B	2576
THE DESK WAS PAINTED BLACK. *A	2577
OUR SCHOOL IS THE BEST IN THE TOWNSHIP. *B	2578
HIS TEACHER IS 39 YEARS OLD. *A	2579
ALL MEN SHOULD GET MARRIED. *B	2580
HE ALWAYS PITCHES A GREAT GAME. *B	2581
OUR CLASS WAS DETAINED UNTIL FOUR O CLOCK. *A	2582
JEAN'S HAIR IS PRETTIER THAN HER NEW WIG. *B	2583
LINCOLN WAS THE FIRST REPUBLICAN PRESIDENT. *A	2584
ELEVEN SOUTHERN STATES MADE UP THE CONFEDERACY. *A	2585
MEADE WAS A FINE GENERAL. *B	2586
LEE WAS A GENERAL OF THE CONFEDERACY. *A	2587
DEMOCRACY GREW BECAUSE OF THE FRONTIER. *B	2588
NEW YORK CITY IS LARGER THAN CHICAGO. *A	2589
SUE DRIVES A PRETTY CAR. *B	2590
MAC ARTHUR'S IDEAS ON THE KOREAN WAR WERE CORRECT. *B	2591
JOHNSON WAS A BETTER PRESIDENT THAN KENNEDY. *B	2592
EISENHOWER COMMANDED THE NORMANDY LANDING. *A	2593
JOHN IS NICE. *B	2594
MARY'S HAIR IS RED. *A	2595
STEAK IS BETTER THAN CHICKEN. *B	2596
LABOR DAY IS IN SEPTEMBER. *A	2597
THE CTA IS IN FINANCIAL TROUBLE. *A	2598
THE DRAFT IS IMMORAL. *B	2599
MARY WEARS BEAUTIFUL CLOTHES. *B	2600
MAYOR DALEY IS A GOOD MAYOR. *B	2601
GENERAL WESTMORELAND DID A GOOD JOB IN VIET NAM. *B	2602

MANY OF THE DIME NOVELS GAVE A FICTITIOUS IMAGE TO THE AMERICAN COWBOY. *A	2604 2604
WILLIAM S. HART WAS ONE OF THE FIRST GREAT WESTERN SILENT MOVIE STARS. *A	2605 2605
IF SLAVERY HAD BEEN CONFINED TO THE ORIGINAL SOUTHEASTERN STATES, THE CIVIL WAR WOULD NOT HAVE HAPPENED. *B	2606 2606
THE GOVERNMENT GAVE TOO MUCH FEDERAL LAND TO THE RAILROADS. *B	2607
MANY PIONEER HOMES OF THE PEOPLE LIVING ON THE GREAT PLAINS WERE MADE OF SOD. *A	2608 2608
IN DISCUSSING THE BIG ARGUMENT BETWEEN THE CATTLEMAN AND THE FARMER, MOST AUTHORITIES THINK THE FARMER WAS RIGHT. *B	2609 2609
THE OKLAHOMA TERRITORY SHOULD HAVE REMAINED AN INDIAN RESERVATION. *B	2610 2610
THE TRANSCONTINENTAL RAILROAD WAS COMPLETED AFTER THE CIVIL WAR. *A	2611 2611

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN FACT AND OPINION STATEMENTS BY CORRECTLY CATEGORIZING A GIVEN SET OF STATEMENTS. %27D	0349
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DIRECTIONS - SOME STATEMENTS DEAL WITH MATTERS OF FACT AND ARE SUBJECT TO PROOF OR DISPROOF, OTHER STATEMENTS MAY BE BELIEFS, OPINIONS, OR VALUE JUDGMENTS AND ARE NOT SUBJECT TO EFFECTIVE PROOF OR DISPROOF.	0063
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IF THE STATEMENTS LISTED BELOW ARE FACTS, ENCIRCLE THE *A*, IF THE STATEMENT CAN *NOT* BE READILY PROVED OR DISPROVED, ENCIRCLE THE *B*.

THE SOVIET UNION IS ADDING EMPHASIS TO ITS PETROLEUM OBJECTIVES THAT INVOLVE POLITICAL AND ECONOMIC PRESSURES THROUGHOUT THE WORLD. *B	2380 2380 2380
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THE SOVIET UNION HOPES TO DOMINATE THE WORLD THROUGH PETROLEUM. *B	2381 2381
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THE SOVIETS ARE USING EVERY DEVICE NECESSARY TO GET A FOOTHOLD FOR THEIR COMING PETROLEUM DOMINATION. *B	2382 2382
--	--------------

THE MIDDLE EAST IS NOW PROVIDING 67 PERCENT OF OUR OIL REQUIREMENTS FOR THE WAR IN VIETNAM. *A	2383 2383
--	--------------

THE SOVIETS INTEREST IN VIETNAM IS THE OIL IN INDONESIA, *NOT* IN HELPING THE NORTH VIETNAMESE. *B	2384 2384
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CANADA IS THE ONLY PLACE OUTSIDE THE UNITED STATES WHERE THE ENERGY SUPPLY POTENTIAL IS HIGH AND WHERE THERE IS *NO* CURRENT SERIOUS THREAT FROM COMMUNISM. *B	2385 2385 2385
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OIL ARE IN THE MIDDLE EAST AND AFRICAN COUNTRIES. *A	2336
THE BASIC PLAN OF THE SOVIET UNION IS TO MAKE ALL OIL CONSUMING NATIONS, INCLUDING THE UNITED STATES, DEPENDENT UPON PETROLEUM CONTROLLED BY THE SOVIETS IN ANY PART OF THE WORLD. *B	2387 2387 2387
THE SOVIETS INTEREST IN THE ARAB-ISRAELI CONFLICT IS THEIR PLAN EVENTUALLY TO CONTROL MIDDLE EAST AND AFRICAN OIL, *NOT* IN THEIR LOVE FOR ARABS OR AFRICANS. *B	2388 2388 2388
A CONSIDERABLE POTENTIAL FOR TREMENDOUS NEW OIL RESERVES IS BEING FOUND BUT ONLY THE ACTION IN VIETNAM HAS SO FAR PREVENTED COMMUNIST CONTROL. *B	2389 2389 2389
BRITISH AND AMERICAN OIL COMPANIES DEVELOPED THE PETROLEUM INDUSTRY IN MEXICO. *A	2390 2390
IN CANADA THE PETROLEUM INDUSTRY HAS EXPANDED RAPIDLY SINCE PROSPECTORS MADE A GREAT OIL STRIKE AT LEDUC, ALTO, IN 1947. *A	2391 2391
OIL COMPANIES ARE AMONG THE BIGGEST BUYERS OF STEEL, IRON, MOTOR VEHICLES, ELECTRIC POWER, GASOLINE ENGINES, CEMENT, RUBBER PAINT, AND MANY OTHER PRODUCTS. *A	2392 2392 2392
BRITISH CONSERVATIVES LED BY EDWARD HEATH EMERGED AS THE WINNERS IN THE 1970 BRITISH NATIONAL ELECTION. *A	2393 2393
MANY PEOPLE STAYED HOME BECAUSE THEY THOUGHT THEIR VOTES WERE MEANINGLESS. *B	2394 2394
TALLIES SHOWED THAT JUST OVER 70 PERCENT OF THE VOTERS CAST BALLOTS. *A	2395 2395
THE CONSERVATIVES HAD PLEDGED TO REVERSE LABOR'S DECISION TO PULL BACK BRITISH TROOPS FROM THE PERSIAN GULF AND SOUTHEAST ASIA BEFORE THE END OF NEXT YEAR. *A	2396 2396 2396
THERE WAS SUPERIOR TORY ORGANIZATION IN KEY CONSTITUENCIES. *B	2397
THERE WAS A COMPLACENCY AMONG LABOR'S SUPPORTERS INDUCED BY MIS-LEADING OPINION POOLS AND FORMER PRIME MINISTER HAROLD WILSON'S OWN CAMPAIGN. *B	2398 2398 2398
THERE IS A SMALL BUT DISCERNIBLE MAJORITY THAT HAS HAD ENOUGH OF CAUTION, FLAGGING GROWTH RATES AND DIMINISHING INTERNATIONAL INFLUENCES. *B	2399 2399 2399
FINAL FIGURES SHOWED THAT HEATH'S PARTY WON A 30 SEAT MAJORITY, 330 SEATS TO LABOR'S 288, THE LIBERAL PARTY'S 6, AND ANOTHER 6 WON BY OTHER PARTIES. *A	2400 2400 2400
THE CONSERVATIVES HAVE MADE A FIRM COMMITMENT TO CUT A VARIETY OF TAXES. *A	2401 2401
FREE ENTERPRISE IS THE RIGHT WAY TO ENRICH EVERYONE AND SLOW INFLATION. *B	2402 2402
UNDER HEATH, THE BRITISH WILL *NOT* MAKE FOREIGN POLICY CHANGES THAT WOULD TROUBLE WASHINGTON. *B	2403 2403

BACKED BY LEGISLATION, OF THE KIND LABOR USED IN THE 1966 ECONOMIC CRISIS. *A

2404
2404

OF THE TOTAL 28,258,332 VOTES CAST, THE CONSERVATIVES RECEIVED 13,106,965, OR 46.4 PERCENT. *A

2405
2405

LABOR POLLED 12,141,676, OR 43 PERCENT OF THE TOTAL VOTES CAST. *A

2406
2406

HEATH, LIKE HIS PREDECESSOR, IS PLEDGED TO LEAD BRITAIN INTO NEGOTIATIONS TO JOIN THE COMMON MARKET. *A

2407
2407

THE REAL SIGNIFICANCE OF THE ELECTION LIES IN WHAT HAPPENS TO HAROLD WILSON AND LABOR IN OPPOSITION, FOR THERE WILL BE GREAT TEMPTATIONS FOR THEM TO MOVE TOWARD AN ANTIMARKET LINE. *B

2408
2408
2408

POLLS SHOW WIDE PUBLIC DOUBT ABOUT THE EUROPEAN COMMUNITY. *A

2409

THE STUDENT WILL DISTINGUISH BETWEEN FACT AND INFERENCES BY CLASSIFYING EXAMPLES. *9n

0391

DIRECTIONS - READ THIS ARTICLE WRITTEN BY A FOURTH GRADE GIRL. IN THE BLANK BEFORE THE STATEMENTS MADE AT THE END OF THE ARTICLE, PUT AN *F* IF THE STATEMENT IS A FACT FOUND IN THE SELECTION. PUT AN *I* IF THE STATEMENT CAN BE INFERRED FROM THE SELECTION.

0086

MOST WOOLLY BEARS HAVE FIVE BLACK STRIPES AT THE FRONT OF THEIR BODIES, FOUR REDDISH-BROWN ONES IN THE MIDDLE, AND THREE MORE BLACK ONES IN THE BACK. THERE ARE THIRTEEN SEGMENTS, OR SECTIONS TO THEIR BODIES. THE LAST TWO ARE JOINED, SO IT SOMETIMES LOOKS AS IF THEY HAVE ONLY TWELVE. WOOLLEY BEARS HAIR GROWS IN LITTLE TUFTS ON THE SIDES OF THE SEGMENTS, BUT IT IS HARD TO COUNT THE TUFTS, THEY ARE SO CLOSE TOGETHER.

CATERPILLARS ARE THE FIRST FORM OF EITHER MOTHS OR BUTTERFLIES. WOOLLEY BEARS ARE THE CATERPILLAR FORM OF THE ISABELLA TIGER MOTH.

WOOLLEY BEARS ARE CATERPILLARS. *F

2852

THE GIRL WHO WROTE THIS ARTICLE USED A MAGNIFYING GLASS. *I

2853

THERE ARE THIRTEEN SEGMENTS IN A WOOLLEY BEAR. *F

2854

IT IS DIFFICULT TO COUNT HAIR TUFTS ON WOOLLEY BEARS. *F

2855

THIS ARTICLE COULD HAVE APPEARED IN A NATURE MAGAZINE. *I

2856

WOOLLEY BEARS ARE *NOT* FOUR LEGGED ANIMALS. *I

2857

ISABELLA TIGER MOTHS DEVELOP FROM WOOLLEY BEARS. *F

2858

THE GIRL WHO WROTE THIS ARTICLE EXAMINED MANY CATERPILLARS. *I

2859

THE LAST TWO SECTIONS OF A WOOLLEY BEAR ARE JOINED. *F

2860

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH AMONG FACT, INFERENCE, AND VALUE JUDGMENT BY CLASSIFYING SEVERAL EXAMPLES. *17n

0322

DIRECTIONS - FROM THE LIST BELOW, DECIDE WHICH RESPONSE MAKES THE BEST IDENTIFICATION OF EACH STATEMENT. CHOOSE THE CORRECT ANSWER -

0047

- A. FACT
- B. INFERENCE
- C. VALUE JUDGMENT

GEORGE WASHINGTON WAS A GOOD AMERICAN. *C	2166
JAMESTOWN WAS ONE OF THE THIRTEEN COLONIES. *A	2167
SLAVERY WAS PRACTICED IN THE UNITED STATES. *A	2168
THE ENGLISH WERE BAD. *C	2170
THE ENGLISH STARTED THE REVOLUTIONARY WAR. *B	2171
INDIANS LIVED IN AMERICA BEFORE THE EUROPEANS. *A	2172
THE COLONISTS FOUGHT FOR A GOOD CAUSE IN THE REVOLUTIONARY WAR. *B	2173
THE COLONISTS STARTED THE REVOLUTIONARY WAR. *B	2174
ILLINOIS IS A NICE PLACE TO LIVE. *C	2175
AMERICAN CITIZENS SHOULD USE THEIR RIGHT TO VOTE. *C	2176
ILLINOIS IS A STATE. *A	2178
MAN WILL LAND ON MARS. *B	2179
MEN HAVE LANDED ON THE MOON. *A	2180
RICHARD NIXON IS OUR PRESIDENT. *A	2181
MAN SHOULD LAND ON MARS. *C	2182
AN OPINION *C	2183
A REASONED CONCLUSION *B	2184

THE STUDENT WILL BE ABLE TO IDENTIFY AND DISTINGUISH BETWEEN FACT, AND VALUE JUDGMENT BY CLASSIFYING EXAMPLES. *15n

0354

DIRECTIONS - FROM THE LIST BELOW, DECIDE WHICH RESPONSE MAKES THE BEST IDENTIFICATION OF EACH STATEMENT. PLACE THE LETTER OF YOUR ANSWER ON THE BLANK SPACE TO THE LEFT OF EACH ITEM.

0067

- A. FACT
- B. VALUE JUDGMENT

NO TWO BRAINS ARE EXACTLY ALIKE. *A

2481

THE U. S. SHOULD *NEVER* HAVE AIDED SOUTH VIETNAM. *B

2482

COLUMBUS WAS A BRAVE MAN. *B	2483
THE 18 YEAR OLDS MUST BE GIVEN THE RIGHT TO VOTE. *B	2484
IN THE SPRING OF 1966, GENERAL LEWIS B. HERSHEY, SELECTIVE SERVICE DIRECTOR, ANNOUNCED PLANS TO DRAFT *SOME* COLLEGE STUDENTS. *A	2485 2485 2485
THE BILLIONS OF DOLLARS SPENT IN VIETNAM SHOULD BE SPENT TO FIGHT POVERTY AT HOME. *B	2486 2486
POVERTY EXISTS IN THE UNITED STATES. *A	2487
GERTRUDE IS THE PRETTIEST GIRL IN HER CLASS. *B	2488
SOME CROPS CAN BE GROWN IN A DESERT *ONLY* IF IRRIGATED. *A	2489
THE NILE RIVER FLOWS NORTHWARD. *A	2490
ALEXANDRIA EXPORTS LARGE AMOUNTS OF COTTON. *A	2491
AFRICA IS THE *MOST* INTERESTING CONTINENT TO VISIT. *B	2492
ALTHOUGH THE LEADERS IN AFRICA HOPE TO ACCOMPLISH A GREAT DEAL IN A SHORT TIME, IT WILL BE YEARS BEFORE AFRICA CEASES TO BE AN UNDERDEVELOPED CONTINENT. *B	2493 2493 2493
ALLAH IS THE ARABIC WORD FOR GOD. *A	2494
LESS THAN ONE-FOURTH OF THE AFRICANS CAN READ AND WRITE. *A	2495
PRESIDENT NIXON IS THE BEST LEADER THE U. S. HAS EVER HAD. *B	2496
THE *MOST* BEAUTIFUL CITY IN FRANCE IS PARIS. *B	2497
MICHAELANGELO WAS A MAN WITH GREAT PERSEVERANCE. *B	2498
YOU ARE ALIVE. *A	2499

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE THAT OPINIONS ARE HARDER TO PROVE THAN FACTS BY IDENTIFYING STATEMENTS THAT ARE MOST DIFFICULT TO PROVE. %B	0389
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DIRECTIONS - IN EACH OF THE FOLLOWING THERE IS ONE OF THESE ITEMS WHICH WOULD BE HARDER TO PROVE THEN THE OTHER TWO. CIRCLE THE LETTER OF THE STATEMENT WHICH WOULD BE *MOST* DIFFICULT TO PROVE.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE	2827 2827
*A. WATER POLLUTION IS THE NATION'S GREATEST PROBLEM.	2827
B. OIL IS POLLUTING THE WATER.	2827
C. LAWS HAVE BEEN PASSED TO STOP WATER POLLUTION.	2827

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE	2828 2828
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A. ABRAHAM LINCOLN WAS PRESIDENT DURING THE CIVIL WAR

- *B. ABRAHAM LINCOLN WAS OUR BEST PRESIDENT.
- C. ABRAHAM LINCOLN WROTE THE GETTYSBURG ADDRESS.

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WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

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- A. IN THE FOURTH GRADE WE STUDY FRACTIONS.
- B. THERE ARE TWENTY-FOUR PUPILS IN THE FOURTH GRADE.
- *C. THE FOURTH GRADE IS HARDER THAN THE THIRD GRADE.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

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- *A. ILLINOIS IS A GOOD STATE IN WHICH TO LIVE.
- B. ILLINOIS PRODUCES 60 MILLION TONS OF COAL EVERY YEAR.
- C. ILLINOIS RANKS HIGH IN PRODUCING MANUFACTURED GOODS.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

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- A. BABE RUTH HIT 54 HOME RUNS IN 1920.
- B. JACKIE ROBINSON BECAME THE FIRST NEGRO TO PLAY IN ORGANIZED BASEBALL.
- *C. BABE RUTH DID MORE THAN ANY OTHER PLAYER TO MAKE BASEBALL POPULAR.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

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- A. MANY PEOPLE IN OUR CLASS READ CHARLOTTE'S WEB LAST YEAR.
- *B. IT IS BETTER TO READ THAN WATCH T. V.
- C. THERE ARE MANY ADVENTURE BOOKS IN OUR SCHOOL LIBRARY.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

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- A. THE APOLLO FLIGHTS REACHED THE MOON.
- B. THE APOLLO FLIGHTS USED THREE-STAGE ROCKETS.
- *C. THE APOLLO FLIGHTS COST TOO MUCH MONEY.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

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- A. MANY COUNTRIES HAVE PRESIDENTS AS HEADS OF THE GOVERNMENT.
- B. QUEEN ELIZABETH RULES GREAT BRITAIN.
- *C. A PRESIDENT MAKES A BETTER LEADER.

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE FACTORS INVOLVED IN FACTS OR OPINIONS BY SELECTING THE STATEMENT WHICH WOULD BE MOST DIFFICULT TO PROVE. %140

0020

INSTRUCTIONS

IN EACH OF THE FOLLOWING TEN QUESTIONS THERE IS ONE OF THE FOUR ITEMS WHICH WOULD BE *MORE* DIFFICULT TO *PROVE* THAN THE OTHER THREE. CROSS OFF THE LETTER OF THE CORRECT ONE.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

1833

- A. TWO KINDS OF GOVERNMENT DEVELOPED IN EUROPE NEAR THE AGE OF DISCOVERY.
- *B. THE ENGLISH GOVERNMENT WAS BETTER THAN THE FRENCH GOVERNMENT.
- C. IN ENGLAND, THE NATION WAS CHIEFLY GOVERNED BY PARLIAMENT.
- D. IN FRANCE, THE KING WAS THE RULER.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSEO

1834

- *A. THE IDEA THAT A KING SHOULD RULE HIS PEOPLE COMPLETELY WAS BEST PRACTICED BY KING LOUIS XIV OF FRANCE.
- B. LOUIS XIV WAS CALLED THE *SUN KING*.
- C. LOUIS XIV RULED FRANCE FOR 54 YEARS.
- D. LOUIS XIV HAD ABSOLUTE AUTHORITY IN HIS GOVERNMENT.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSEO

1835

- A. THE TUDOR FAMILY RULED ENGLAND IN THE 16TH CENTURY.
- *B. THE TUDORS WERE GOOD RULERS.
- C. IN THE 17TH CENTURY, THE STUART FAMILY CAME TO THE THRONE.
- D. ENGLAND CHANGED UNDER THE RULE OF THE STUARTS.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSEO

1836

- A. PARLIAMENT OPPOSED THE STUART KINGS.
- B. PARLIAMENT GAVE THE ENGLISH PEOPLE CERTAIN RIGHTS.
- *C. PEOPLE IN ENGLAND HAD A BETTER LIFE THAN PEOPLE IN FRANCE.
- D. THE RIGHT TO A JURY TRIAL WAS GRANTED THE ENGLISH BY THEIR PARLIAMENT.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSEO

1837

- A. BY THE MIDDLE OF THE 18TH CENTURY, THERE WERE 1,500,000 SETTLERS LIVING IN THE AMERICAN COLONIES.
- B. THE COLONIES WERE IMPORTANT TO ENGLAND FOR TRADE.
- C. THE COLONIES HAD THEIR OWN LEGISLATURES.
- *D. THE BRITISH PARLIAMENT EXERCISED TOO MUCH CONTROL OVER THE COLONIES.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSEO

1838

- *A. EUROPEANS WERE MORE CIVILIZED THAN THE MOSLEMS.
- B. THE CRUSADES TOOK PLACE BETWEEN THE 11TH AND 13TH CENTURIES.
- C. THE CRUSADES HAD A GREAT EFFECT ON EUROPEAN LIFE.
- D. TRADE WITH THE MIDDLE EAST INCREASED RAPIDLY DURING THE CRUSADES.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSEO

1839

- A. THE RENAISSANCE BEGAN IN THE 14TH CENTURY.
- *B. DURING THE MIDDLE AGES SCHOLARS WERE PRIMARILY INTERESTED IN RELIGIOUS SUBJECTS.
- C. THE RENAISSANCE WAS GREATEST PERIOD OF INVENTION IN HISTORY.
- D. IN 1454 THE FIRST BOOK WAS PRINTED WITH MOVABLE TYPE.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSEO

1840

- A. IN THE SOUTH FROM MARYLAND TO SOUTH CAROLINA AGRICULTURE AND FUR TRADING WERE MORE IMPORTANT THAN INDUSTRY.
- B. THE SOUTHERN COLONIES HAD A CLOSER RELATIONSHIP WITH ENGLAND THAN DID THE NORTHERN COLONIES.
- C. THE NORTHERN COLONIES WERE MAINLY CONCERNED WITH COMMERCE AND INDUSTRY.
- *D. LIFE IN THE NORTHERN COLONIES WAS BETTER THAN LIFE IN THE SOUTH.

FALSEO

- A. THE NEGROES ON SLAVE SHIPS WERE CHAINED TOGETHER.
- B. SOME OF THE NEGROES WHO WERE BROUGHT TO THE UNITED STATES WERE CHIEFTANS.
- *C. THE NEGROES BROUGHT OVER AS SLAVES WERE LESS INTELLIGENT THAN THEIR WHITE MASTERS.
- D. THE DUTCH RAN SOME OF THE SLAVE SHIPS ENGAGED IN THE SLAVE TRADE.

IN EACH OF THE FOLLOWING QUESTIONS THERE IS 1 OF THE 3 ITEMS WHICH WOULD BE MOST DIFFICULT TO PROVE. CIRCLE THE NUMBER OF THE CORRECT ITEM.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSEO

1588

- A. WHEAT IS A PREDOMINANT GRAIN IN THE CENTRAL FARMING REGION.
- B. CORN AND LIVESTOCK FARMS ARE LARGER THAN WHEAT FARMS.
- *C. WHEAT FARMERS DISLIKE CORN FARMERS.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSEO

1589

- A. CORN QUICKLY USED UP THE PLANT FOOD IN THE SOIL.
- *B. WHEAT IS EASIER TO GROW THAN CORN.
- C. SETTLERS IN THE EASTERN PART OF THE CENTRAL FARMING REGION LEARNED WHICH CROPS GREW BEST.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSEO

1590

- A. THE SETTLERS WHO MADE THEIR HOMES IN THE CENTRAL FARMING REGION CAME FROM THE EASTERN PART OF THE CONTINENT.
- B. BEFORE THE SETTLERS COULD PLOW THE LAND AND PLANT CROPS, THEY HAD TO CUT DOWN MANY OF THE TREES.
- *C. THE SETTLERS DID NOT WANT TO CUT DOWN THE TREES BECAUSE IT WAS HARD WORK.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSEO

1591

- A. CITIES GREW UP NEAR RIVER SYSTEMS BECAUSE THEY PROVIDED GOOD TRANSPORTATION FACILITIES.
- B. WATER POWER PROVIDED ELECTRICITY FOR MANY CITIES.
- *C. MANY SETTLERS SETTLED IN AREAS WHICH BECAME CITIES ON WATERWAYS BECAUSE THEY ENJOYED SWIMMING AND WATER SPORTS.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSEO

1592

- A. ST. LOUIS IS AN IMPORTANT TRADE AND MANUFACTURING CENTER BECAUSE TRAINS, TRUCKS, BOATS AND AIRPLANES BEING FARM PRODUCTS AND OTHER MATERIALS TO THE CITY.
- B. PEKIN, ILLINOIS IS A MAJOR TRADE CENTER AS IT IS LOCATED NEAR THE ILLINOIS RIVER.
- *C. CHICAGO WILL ALWAYS BE THE LEADING TRADE CENTER IN THE U.S.

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE FACTORS INVOLVED IN FACTS AND OPINIONS BY SELECTING THE STATEMENTS WHICH WOULD BE *MOST* DIFFICULT TO PROVE. %40

0304

WOULD BE MORE DIFFICULT TO *PROVE* THAN THE OTHER THREE. SELECT THE STATEMENT *MOST DIFFICULT* TO PROVE.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

- A. UNCLE WILLIAM HAD TO BE BRAVE TO FIGHT IN THE WAR OF 1812.
- B. UNCLE WILLIAM FOUGHT IN THE WAR OF 1812.
- C. THE WAR OF 1812 INVOLVED THE AMERICANS AND THE BRITISH.
- D. THE WAR OF 1812 WAS NOT THE FIRST WAR INVOLVING ENGLAND AND AMERICA.

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WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

- A. PEOPLE USUALLY HAVE A HIGH FEVER WITH YELLOW FEVER.
- B. DRUGS HAVE HELPED REDUCE THE INCIDENCE OF SOME ILLNESSES.
- *C. ALL MODERN DAY PEOPLE KNOW MORE ABOUT HOW TO PREVENT SICKNESS THAN PEOPLE WHO LIVED LONG AGO.
- D. IN 1948 THERE WERE FEWER POLIO CASES THAN IN 1937.

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WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

- A. SOME PEOPLE CALL PEACOCKS THE BIRD OF ROYALTY.
- *B. PEACOCKS ARE BEAUTIFUL BIRDS.
- C. PEACOCKS CAN MAKE A FAN OUT OF THEIR TAIL FEATHERS.
- D. TWO PEACOCKS STRUTTED ON THE GRASS NEARBY.

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WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

- A. THE PEDDLER HAD COPPER POTS AND PANS HANGING ON HOOKS AND NAILS.
- *B. COPPER PANS WILL LAST A LIFETIME.
- C. COPPER IS A GOOD CONDUCTOR OF HEAT.
- D. WHEN COPPER PANS OXIDIZE THEY TURN GREEN.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY THE CENTRAL ISSUE BY SELECTING IT AFTER READING A GIVEN SELECTION. %1

0305

DIRECTIONS - READ THE PARAGRAPH BELOW.

0223

RECENTLY A CAREFUL STUDY WAS MADE OF THE CONCENTRATION OF BUSINESS IN THE UNITED STATES. IT SHOWED THAT OUR ECONOMIC LIFE WAS DOMINATED BY SOME SIX HUNDRED QDD CORPORATIONS WHO CONTROLLED TWO-THIRDS OF AMERICAN INDUSTRY. TEN MILLION SMALL BUSINESS MEN DIVIDED THE OTHER THIRD. MORE STRIKING STILL, IT APPEARED THAT IF THE PROCESS OF CONCENTRATION GOES ON AT THE SAME RATE, AT THE END OF ANOTHER CENTURY WE SHALL HAVE ALL AMERICAN INDUSTRY CONTROLLED BY A DOZEN CORPORATIONS, AND RUN BY PERHAPS A HUNDRED MEN CLEARLY, ALL THIS CALLS FOR A RE-APPRAISAL OF VALUES.

SELECT THE SENTENCE THAT TELLS THE MAIN IDEA OF THE PARAGRAPH.

- *A. OUR ECONOMIC LIFE IS DOMINATED BY A RELATIVELY FEW LARGE CORPORATIONS.
- B. SMALL BUSINESS MEN ARE NECESSARY FOR THE DEMOCRATIC GROWTH OF OUR SOCIETY.
- D. MANY BUSINESS MEN WILL BE AFRAID TO INVEST IN PRODUCTS AND BUILDINGS.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY THE CENTRAL
ISSUE BY SELECTING IT AFTER READING A GIVEN SELECTION. #10

0305

DIRECTIONS - READ THE PARAGRAPH BELOW.

0222

OUR GOVERNMENT IS NOT THE MASTER BUT THE CREATURE OF THE
PEOPLE. THE DUTY OF THE STATE TOWARD THE CITIZENS IS THE DUTY OF
THE SERVANT TO ITS MASTER. THE PEOPLE HAVE CREATED IT. THE PEOPLE
BY COMMON CONSENT, PERMIT ITS CONTINUAL EXISTENCE.

SELECT THE SENTENCE THAT TELLS THE MAIN IDEA OF THE PARAGRAPH.

- A. BY COMMON CONSENT THE PEOPLE ALLOW THE STATE TO GOVERN
WITHOUT MUCH RESTRAINT.
- *B. GOVERNMENT IS THE SERVANT OF THE PEOPLE.
- C. IT IS THE DUTY OF ALL CITIZENS TO TAKE PART IN GOVERNMENT
AFFAIRS.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY THE CENTRAL
ISSUE BY SELECTING IT AFTER READING A GIVEN SELECTION. #10

0305

DIRECTIONS - READ THE FOLLOWING PARAGRAPH.

0224

THE WHITE BACKLASH ALREADY HAS BECOME A FACTOR IN ELECTIONS
FROM ONE END OF THE COUNTRY TO ANOTHER... AMONG LONG-TIME CIVIL
RIGHTS LEADERS...THERE WAS MOUNTING FEAR...THAT THE DAYS OF WIDE
NATIONAL SUPPORT FOR CIVIL RIGHTS HAD COME TO AT LEAST A
TEMPORARY END.

SELECT THE SENTENCE THAT TELLS THE MAIN IDEA OF THE PARAGRAPH.

- A. THE NEGRO HAS BEEN DENIED HIS RIGHTS FOR MANY YEARS.
- B. MANY WHITE LEADERS HAVE WORKED WITH NEGRO GROUPS TO GAIN
EQUALITY FOR THE LATTER.
- C. NEGROES HAVE NOT SUPPLIED ENOUGH LEADERS FROM THEIR OWN
GROUPS. THERE IS TOO MUCH DEPENDENCE ON SYMPATHETIC WHITES.
- *D. MANY WHITE PEOPLE SEEM TO HAVE LOST SYMPATHY WITH THE DEMANDS
OF THE NEGROES.

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THE STUDENT WILL BE ABLE TO RECOGNIZE AND APPLY THE MEANING OF
THE TERM STEREOTYPE BY RECOGNIZING STEROTYPES IN VARIOUS
STATEMENTS. #11

DIRECTIONS-- IF THE STATEMENT IS AN EXAMPLE OF A STEREOTYPE,
CIRCLE THE A. IF IT IS NOT CIRCLE THE B.

- A. STEREOTYPED STATEMENTS
- B. NOT STERFOTYPED STATEMENTS

FAT BOYS ARE JOLLY. *A

2301467

MOST GIRLS HAVE LONG HAIR. *B

1468

CATS ARE SNEAKY. *A

1469

RICH PEOPLE ARE GREEDY. *A	2301472
THIS CLASSROOM HAS TWO DOORS. *B	1473
GERMANS LOVE TO EAT SAUSAGE. *A	2301475
SOME BOYS ARE MECHANICALLY INCLINED. *B	2301476
MY DOG CAN DO TRICKS. *B	2301477
CLOWNS ARE HAPPY PEOPLE. *A	2301479
MEN WITH BEARDS ARE STERN. *A	2301480

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE EMOTIONAL WORDS BY CORRECTLY IDENTIFYING THEM IN GIVEN EXAMPLES. *37*	0372
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DIRECTIONS - WRITE *F* IF AN EMOTIONAL WORD IS USED IN THE PHRASE AND *N* IF IT NOT.	0074
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ROGERS TO UNVEIL PEACE PLAN *E	2640
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TONKIN RESOLUTION KILLED *E	2641
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LEGISLATURE ABANDONS GAS TAX *E	2642
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DALEY BLASTS LEGISLATURE *E	2643
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GAS TAX TURNED DOWN *N	2644
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PIRATES DEFEAT ST. LOUIS *N	2645
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NORTH SIDERS SWOON TWICE *E	2646
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TORY VICTORY IN BRITAIN *N	2647
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JUNE SALES RISE *N	2659
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ERNIE BANKS TALKS WITH PATRONS *N	2660
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U.S.-JAPAN TALKS END *N	2661
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NATURAL GAS SHORTAGES LOOM *E	2662
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MIDGETS TO RACE FRIDAY *N	2663
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HIKE IN JUNE SALES *E	2664
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U.S.-JAPAN TALKS FAIL *E	2665
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MR. CUR DELIGHTS FAN ON CTA *E	2666
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PUBLIC CAUGHT IN HIGH PRICE RISE *E	2667
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ANTI-POLLUTION TEST FAILS *E	2668
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DALEY CRITICIZES LEGISLATURE *N	2648
ROGERS PRESENTS PEACE PLAN *N	2649
SENATE REPEALS TONKIN RESOLUTION *N	2650
ANTI-POLLUTION TECHNIQUE BACKFIRES *E	2652
NADER POSSE TO RIDE HERE *E	2653
PRICES CONTINUE TO RISE *N	2654
CUBS SAG INTO SECOND *E	2655
NADER STUDIES LAW FROM HERE *N	2656
CUBS LOSE TWO TO METS *N	2657
SOX HAVE ONE-RUN BLUES *E	2658
MANAGER LEO DUROCHER WEDNESDAY MADE SEVERAL *DRASTIC* MOVES. *E	2670
THE PAST THREE DAYS HAVE *CHANGED* THE PICTURE. *N	2671
THE CUBS *LOST* TWO GAMES WEDNESDAY. *N	2672
THE CUBS WERE *BRUTALLY* DEFEATED BY THE METS. *E	2673
BANKS *SLUGGED* A THREE-RUN HOMER INTO LEFT FIELD. *E	2674
THE PITCHER *ALLOWED* ONLY SEVEN HITS. *N	2675
WRIGLEY FIELD WAS A *DISASTER* AREA TODAY. *E	2676
A *BOO-BOO* COST HIM TWO RUNS IN THE THIRD. *E	2677

THE STUDENT WILL BE ABLE TO ANALYZE ADVERTISING AND DISTINGUISH BETWEEN EMOTIONAL AND UNEMOTIONAL WORDS BY READING THE FOLLOWING STATEMENTS AND CHOOSING THE EMOTIONAL WORDS. #7	0340
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DIRECTIONS - THE FOLLOWING STATEMENTS ARE TYPICAL OF IDEAS PRESENT THROUGH ADVERTISING. SELECT THE EMOTIONAL WORD AND GIVE A BETTER SUBSTITUTE. #WORD OR PHRASE	0057
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FREE GIFT WITH EVERY ITEM SOLD	2309
A. ITEM	2309
B. EVERY	2309
*C. FREE	2309
D. SOLD	2309

DIAMOND JIM'S CAR BARGAIN BARN	2310
ALL MAKES ALL SIZES ALL SHAPES	2310
ROCK BOTTOM PRICES	2310
A. DIAMOND	2310
B. BARN	2310
C. ALL MAKES	2310
D. ROCK BOTTOM	2310

PRICES SLASHED. COME IN TODAY AND BUY AN AUTOMATIC WASHING MACHINE.	2311
ORIGINALLY 159 DOLLARS AND 95 CENTS. NOW 139 DOLLARS AND 95 CENTS.	2311
A. ORIGINALLY	2311
*B. SLASHED	2311
C. BUY	2311
D. TODAY	2311
LOST OUR LEASE. EVERYTHING MUST GO.	2312
A. LOST	2312
*B. MUST	2312
C. GO	2312
D. LEASE	2312
USE OUR IRISH MINT AFTER SHAVE AND BE COMFORTABLY COOL.	2313
A. IRISH	2313
B. OUR	2313
*C. COOL	2313
D. MINT	2313
AMAZING PRICES. BUY OUR LARGEST SIZE OF LAUNDRY DETERGENT.	2314
A. LARGEST	2314
*B. SIZE	2314
C. LAUNDRY	2314
*D. AMAZING	2314
2 DOLLAR SERVICE CHARGE. FLAT RATES. FAIR REPAIR RATES.	2315
A. FAIR	2315
B. CHARGE	2315
*C. FLAT	2315
D. RATES	2315

THE STUDENT WILL BE ABLE TO ANALYZE AN EXAMPLE OF AN ADVERTISEMENT BY IDENTIFYING THE MISLEADING APPEAL IN THE ADVERTISEMENT. %50 0341

DIRECTIONS - CIRCLE THE BEST ANSWER THAT DEMONSTRATES THE MISLEADING APPEAL TO THE LISTENER.

SEVEN OUT OF TEN MISS UNIVERSE CANDIDATES USE BRAND X TOOTHPASTE. ALL OF THEM ARE BEAUTIFUL. THE MISLEADING APPEAL IS 2316

A. TO HAVE YOU USE BRAND X TOOTHPASTE. 2316

B. TO HAVE BEAUTY CONTESTANTS USE BRAND X. 2316

*C. TO HAVE YOU THINK YOU WILL BE BEAUTIFUL IF YOU USE BRAND X. 2316

D. TO SHOW THAT 3 OUT OF 10 CANDIDATES DID NOT USE IT CORRECTLY. 2316

ALL THE GIRLS LIKE JOHNNY. HE USES APPLE BLOSSOM HAIR CREAM. THE MISLEADING APPEAL IS 2317

A. ALL GIRLS LIKE APPLE BLOSSOM HAIR CREAM. 2317

B. ALL GIRLS LIKE JOHNNY. 2317

C. JOHNNY LIKES TO HAVE ALL THE GIRLS SO HE USES APPLE BLOSSOM. 2317

*D. IF YOU USE APPLE BLOSSOM THE GIRLS WILL CHASE YOU. 2317

WE USED ROYAL BLUE MOUTHWASH JUST BEFORE THE PARTY. WE HAD A WONDERFUL TIME. 2318

THE MISLEADING APPEAL IS 2318

- *A. ROYAL BLUE SHOULD BE USED TO HAVE A GOOD TIME. 2318
- B. ROYAL BLUE IS A PARTY MOUTHWASH. 2318
- C. ROYAL BLUE IS A WONDERFUL MOUTHWASH. 2318
- D. PARTIES ARE A GOOD PLACE TO HAVE A WONDERFUL TIME. 2318

MISS MARY TOWERS USES RAINBOW HANDCREAM. SHE LOOKS 25 YEARS YOUNGER. 2319

THE MISLEADING APPEAL IS 2319

- A. 25 YEAR OLD GIRLS USE RAINBOW CREAM. 2319
- B. MISS TOWERS IS 25 YEARS YOUNGER. 2319
- *C. THOSE WHO USE RAINBOW CREAM ARE GOING TO LOOK 25 YEARS YOUNGER. 2319
- D. MARY TOWERS HAS USED RAINBOW CREAM FOR 25 YEARS. 2319

CLARABELL CLEAN DETERGENT WILL MAKE ALL YOUR CLOTHES THE WHITEST IN TOWN. I USE IT AND EVERYBODY TALKS ABOUT ME. 2320

THE MISLEADING APPEAL IS 2320

- A. THIS DETERGENT WILL MAKE YOUR DARK CLOTHES WHITE. 2320
- *B. THIS DETERGENT WILL MAKE YOU POPULAR. 2320
- C. YOUR CLOTHES WILL BE SO WHITE THAT PEOPLE WILL GOSSIP ABOUT YOU. 2320
- D. CLARABELL DETERGENT IS A FAVORITE OF EVERYONE. 2320

THE PUPIL WILL APPLY HIS KNOWLEDGE OF SCAPEGOATING BY IDENTIFYING THE RELATIONSHIP IN VARIOUS SENTENCES. #30

SELECT THE STATEMENT WHICH CONTAINS SCAPEGOATING.

- A. HI, FRED. HOW'D THE GAME GO TODAYO 2301499
- B. WE LOST AGAIN. 2301499
- C. WHAT HAPPENED THIS TIMEO 2301499
- *D. OH, EVERYTIME MARK'S LITTLE SISTER COMES TO WATCH WE HAVE BAD LUCK. 2301499

- A. OUCH. THAT HURTS 2301500
- B. WHAT HAPPENED THIS TIME, NEDD 2301500
- C. I BANGED MY ANKLE ON THAT TABLES 2301500
- *D. WELL, IF YOU WEREN'T ALWAYS WATCHING BOZO YOU MIGHT BE ABLE TO SEE WHERE YOU'RE GOING. 2301500

- A. WELL, THAT'S THE END OF THATS 2301501
- B. THE END OF WHATO 2301501
- C. I FLUNKED THE SPELLING TESTS 2301501
- D. DIDN'T YOU STUDYO 2301501
- *E. SURE, BUT I ALWAYS HAVE BAD LUCK WITH THAT TEACHER. 2301501

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN A BIASED AND AN UNBIASED SOURCE OF INFORMATION BY CLASSIFYING GIVEN EXAMPLES. #160 0321

DIRECTIONS - FOR EACH OF THE FOLLOWING ITEMS, DECIDE WHETHER OR NOT THE SOURCE OF INFORMATION IS BIASED. CIRCLE *B* FOR BIASED AND *A* FOR UNBIASED. 0046

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2479

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2480

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY
EVALUATING THE CERTAINTY OF SELECTED STATEMENTS BASED ON THE
EVIDENCE IN THE PASSAGE. *100

0386

DIRECTIONS - READ THE INFORMATION BELOW THAT APPEARED IN A
MAGAZINE ADVERTISEMENT. BEFORE EACH STATEMENT FOLLOWING THE
PARAGRAPHS, MARK *A* IF THE INFORMATION IS GIVEN, *B* IF THE
INFORMATION IS NOT GIVEN.

0082

THE PAPER BRIDGE

IN A REMOTE CANYON IN VALLEY OF PINE, NEVADA, THE MOST UNUSUAL
BRIDGE IN THE WORLD STOOD READY TO MEET AN AWESOME TEST. THE
BRIDGE HAD BEEN PUT THERE BY THE INTERNATIONAL PAPER COMPANY.
MADE SOLELY OF PAPER AND GLUE, IT WAS ABOUT TO TAKE ON THE FULL
WEIGHT OF A 12,000 POUND TRUCK.

THE DRIVER DOWNSHIFTED, AND THE TRUCK MOVED FORWARD. THE PAPER
BRIDGE CREAKED, FLEXED-- AND DID EXACTLY WHAT ITS DESIGNERS
ALWAYS KNEW IT WOULD DO. IT STOOD UP PERFECTLY TO THE REMARKABLE
STRESS.

THE STATE OF NEVADA PLANS TO BUILD PAPER BRIDGES IN CANYONS. *B

2767

THE INTERNATIONAL PAPER PERFORMED A TEST. *A

2768

PAPER IS STRONGER THAN MOST PEOPLE THOUGHT IT WAS. *A

2769

THE BRIDGE COULD HOLD A 25,000 POUND TRUCK. *B

2770

THE PAPER BRIDGE WAS REINFORCED WITH IRON BEAMS. *B

2771

PAPER BRIDGES WILL SOON BE WIDELY SOLD. *B

2772

THE BRIDGE WAS HELD TOGETHER WITH GLUE. *A

2773

THE DESIGNERS WERE SURPRISED WITH THE RESULTS OF THE TEST. *B

2774

THE TEST TOOK PLACE IN THE STATE OF NEVADA. *A

2775

THE DRIVER SHIFTED THE TRUCK BEFORE MOVING FORWARD ON THE
BRIDGE. *A

2776

2776

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY
EVALUATING THE CERTAINTY OF SELECTED STATEMENTS BASED ON EVIDENCE
IN THE PASSAGE. *70

0352

DIRECTIONS - ASSUMING THAT THE INFORMATION BELOW IS TRUE, IT IS
POSSIBLE TO ESTABLISH OTHER FACTS USING THE ONES IN THIS
PARAGRAPH AS A BASIS FOR REASONING. THIS IS CALLED DRAWING IN-

0065

INFERENCES. THERE IS, OF COURSE, A LIMIT TO THE NUMBER OR KINDS OF FACTS WHICH MAY BE PROPERLY INFERRED FROM ANY STATEMENT.

USE ONE OF THE FOLLOWING SYMBOLS IN THE SPACE PROVIDED.

- A - IF THE STATEMENT MAY BE INFERRED AS *TRUE*
- B - IF THE STATEMENT MAY BE INFERRED AS *FALSE*
- C - IF NO INFERENCE CAN BE DRAWN ABOUT IT FROM THE PARAGRAPH

USE ONLY THE INFORMATION GIVEN IN THE PARAGRAPH AS A BASIS FOR YOUR RESPONSE.

PARAGRAPH

2435

THE CORRECT MARRIAGE AMONG THE VEDDAS OF CEYLON IS FOR A MAN TO MARRY HIS FATHER'S SISTER'S DAUGHTER. THE CHILDREN OF TWO BROTHERS OR OF TWO SISTERS CANNOT MARRY, SINCE SUCH A MARRIAGE WOULD BE CONSIDERED VERY IMPROPER. WHEN SEEKING A BRIDE, THE MAN GOES TO HIS FUTURE FATHER-IN-LAW WITH A PRESENT OF DRIED DEER FLESH, GRAIN, HONEY, OR YAMS TIED TO HIS UNSTRUNG BOW. THE MARRIAGE CEREMONY IS VERY SIMPLE BUT APPEARS TO BE ABSOLUTELY BINDING. SINCE CASES OF DIVORCE OR SEPARATION ARE ALMOST ENTIRELY UNKNOWN, THE WOMEN ARE JEALOUSLY GUARDED BY THE MEN, WHO DO NOT ALLOW TRADERS OR OTHER STRANGERS TO SEE THEM.

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FAMILY OR KINSHIP TIES ARE VERY STRONG AMONG THE VEDDAS. *A

THE FORCE OF CUSTOM IS RESPECTED BY THESE PEOPLE. *A

2460

MARRIAGES BETWEEN SECOND COUSINS ARE FORBIDDEN. *C

2461

THEY DO *NOT* UNDERSTAND THE USE OF WEAPONS. *B

2462

THE VEDDAS ARE VERY SUPERSTITIOUS AND WORSHIP THE FORCES OF NATURE. *C

2463

2463

IT IS EASY FOR EXPLORERS TO GET PHOTOGRAPHS OF VEDDA MEN, WOMEN, AND CHILDREN. *B

2464

2464

IF THE CHILDREN OF TWO SISTERS WERE TO MARRY, THEY WOULD BE PUNISHED BY DEATH. *C

2465

2465

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY DETERMINING THE CERTAINTY OF SELECTED STATEMENTS BASED ON EVIDENCE IN THE PASSAGE. *4*

0307

DIRECTIONS - READ THE SELECTION.

230

HE HAD BEEN STRICKEN WITH TYPHOID FEVER DURING HIS FIRST YEAR OF TEACHING, AND ELLEN CREIGHTON HAD PATIENTLY NURSED HIM BACK TO HEALTH WITH THE SKILL SHE HAD LEARNED OVER THE YEARS. THERE WAS A STRONG TIE OF AFFECTION BETWEEN THE TWO OF THEM. ELLEN COUNTED SHADRACK AS A PART OF HER FAMILY AND LOOKED AFTER HIM AS SHE DID HER OWN, AND SHADRACK YALE, IN TURN, SHOWED A THOUGHTFUL COURTESY FOR HER THAT FEW WOMEN OF THE PRAIRIES RECEIVED FROM THEIR OWN SONS.

READ EACH OF THE FOLLOWING STATEMENTS CAREFULLY. THEN DECIDE

WHETHER IT IS *PROBABLY TRUE, PROBABLY FALSE,* OR THAT IT IS *IMPOSSIBLE TO SAY* WHETHER IT IS TRUE OR FALSE FROM THE INFORMATION PROVIDED IN THE PARAGRAPH. CIRCLE THE LETTER RESIDE YOUR CHOICE. IN THE BLANK SPACE PROVIDED BELOW EACH STATEMENT, GIVE A REASON FOR YOUR CHOICE.

SHADRACK YALE LIVED IN THE CREIGHTON CABIN.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

2659
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ELLEN CREIGHTON DIDN'T TAKE GOOD CARE OF HER OWN FAMILY.

- A. PROBABLY TRUE
- *B. PROBABLY FALSE
- C. CAN'T SAY

2660
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2660

SHADRACK YALE WAS A SKILLFUL TEACHER.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

2661
2661
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2661

PRAIRIE WOMEN WEREN'T CODDLED.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

2662
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2662

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ASSESS THE INFORMATION BY CLASSIFYING THE VALIDITY OF CONCLUSIONS BASED ON EVIDENCE IN A PASSAGE. %28

0012

AFTER READING THE PARAGRAPH BELOW, READ EACH QUESTION. ANSWER PROBABLY TRUE OR PROBABLY FALSE OR CAN'T SAY.

AN ANTHROPOLOGIST IS A PERSON WHO STUDIES ABOUT PEOPLE. BEFORE HE STUDIES A GROUP OF PEOPLE HE READS EVERYTHING HE CAN FIND ABOUT THAT GROUP. HE STUDIES PICTURES AND MOVIES OF THE PEOPLE AND HE MAY EVEN LEARN THEIR LANGUAGE. HE THEN GOES TO LIVE WITH THE PEOPLE AND OBSERVES THE PEOPLE CONSTANTLY.

AFTER READING ABOUT A GROUP OF PEOPLE THE ANTHROPOLOGISTS WORK IS FINISHED.

1450

- A. PROBABLY TRUE
- *B. PROBABLY FALSE
- C. CAN'T SAY

WHEN THE ANTHROPOLOGIST LIVES WITH THE PEOPLE HE IS STUDYING HE IS ACTUALLY LEARNING MORE THAN HE LEARNED FROM READING ABOUT THEM.

1451

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

ANTHROPOLOGISTS TRY TO DISCOVER HOW MEN LIVE AND HOW THEY ADAPT TO THEIR ENVIRONMENT.

1452

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

CLASSIFY EACH CONCLUSION AS A, B OR C BY PUTTING THE LETTER IN THE BLANK.

- A. VALID, ENOUGH INFORMATION GIVEN.
- B. INVALID, ENOUGH INFORMATION GIVEN.
- C. INVALID, NOT ENOUGH INFORMATION GIVEN.

INFORMATION

YOU HAVE FOUND A VERY OLD TREASURE MAP. THE TREASURE IS LOCATED AT THE 20TH LINE OF LATITUDE SOUTH AND THE 150TH LINE OF LONGITUDE WEST WHICH IS IN THE SOUTH PACIFIC.

THE TREASURE IS LOCATED IN THE NORTHERN HEMISPHERE.. *B

1482

YOUR TREASURE MAP IS WORTH A LOT OF MONEY. *C

1483

IT WOULD BE EASY FOR YOU TO FIND THE AREA WHERE THE TREASURE IS HIDDEN. *A

1484

THE TREASURE IS LOCATED IN A COLD CLIMATE. *B

1485

THE TREASURE IS HIDDEN ON LAND. *C

1486

THE TREASURE WOULD LIE HIDDEN CLOSER TO THE EQUATOR THAN THE ARCTIC CIRCLE. *A

1487

THE TREASURE IS A CHEST FULL OF MONEY. *C

1488

AFTER READING THE PARAGRAPH BELOW, READ EACH STATEMENT CAREFULLY. ANSWER PROBABLY TRUE, PROBABLY FALSE, OR CAN'T SAY.

THE YOUNGS WERE TRAVELING IN THEIR HUGE SAILBOAT ON THE PACIFIC OCEAN. A VARY BAD STORM CAME UP AND WHEN MR. YOUNG REALIZED THAT THEY MAYBE IN TROUBLE, HE RADIOED THEIR LOCATION TO A SHIP. SOON AFTER THAT THE BOAT CAPSIZED BUT THE YOUNGS MADE IT INTO THEIR LIFEBOAT. THEY WERE RESCUED BY THE SAME SHIP MR. YOUNG HAD RADIOED.

THE SHIP WAS ABLE TO RESCUE THE YOUNGS BECAUSE MR. YOUNG RADIOED IN THE LATITUDE AND LONGITUDE.

1489

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

THE SHIP WOULD HAVE FOUND THE YOUNGS EVEN IF MR. YOUNG HAD NOT RADIOED IT.

1490

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

MR. YOUNG LEARNED ABOUT SAILING IN STORMS BY READING BOOKS.

1491

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

SAILBOATS ARE DIFFICULT TO HANDLE IN STORMS.

1492

- *A. PROBABLY TRUE
- B. PROBABLY FALSE

"C. CAN'T SAY.

FROM THE INFORMATION GIVEN, JUDGE THE VALIDITY OF THE STATEMENTS BY ANSWERING WITH A, B, OR C.

- A. VALID--ENOUGH INFORMATION GIVEN.
- B. INVALID--ENOUGH INFORMATION GIVEN.
- C. INVALID--*NOT* ENOUGH INFORMATION GIVEN.

YOU DECIDE TO START A BUSINESS SELLING LEMONADE. YOU HAVE 60 CENTS BUT YOU NEED A \$1 TO BUY ALL YOUR SUPPLIES. SAM, YOUR FRIEND, HAS 40 CENTS AND YOU DECIDE TO GO INTO BUSINESS TOGETHER. THE FIRST DAY YOUR BUSINESS OPENS YOU SELL LEMONADE FOR 5 CENTS A GLASS AND MAKE \$1.50.

SELLING LEMONADE IS A PROFITABLE BUSINESS FOR YOU. *A

1493

YOU BUY LEMONADE FOR 25 CENTS A PACKAGE. *C

1494

YOU HAVE DEVELOPED A PARTNERSHIP. *A

1495

SHARES OF STOCK HAVE BEEN SOLD IN YOUR BUSINESS. *C

1496

CHILDREN BARTERED WITH YOU FOR THE LEMONADE. *C

1497

YOUR BUSINESS IS LOCATED IN FRONT OF SAM'S HOUSE. *C

1498

AFTER READING THE PARAGRAPH, READ EACH STATEMENT AND JUDGE IT AS

- A. VALID--ENOUGH INFORMATION.
- B. INVALID--ENOUGH INFORMATION.
- C. INVALID--*NOT* ENOUGH INFORMATION.

SEVERAL FRIENDS OF MR. HAMBURGER DECIDED TO GO INTO BUSINESS TOGETHER. THEY DECIDED TO BUILD A MC DONALD'S DRIVE-IN. EACH PERSON INVESTED THE SAME AMOUNT OF MONEY AND RECEIVED A PIECE OF PAPER SAYING HOW MUCH EACH HAD INVESTED. THEY FOUND A PERFECT SPOT FOR THE DRIVE-IN ON A BUSY CORNER. AFTER THE DRIVE-IN WAS BUILT THEY ORDERED SUPPLIES AND QUICKLY HIRED HELP. BUSINESS WAS GREAT AND AFTER THE FIRST YEAR ALL THE INVESTORS RECEIVED THEIR INVESTMENT BACK PLUS EXTRA.

MR. HAMBURGER WAS PRESIDENT OF THE BUSINESS. *C

1499

SEVERAL PEOPLE POOLED THEIR MONEY TO START THE BUSINESS. *A

1500

A CORPORATION WAS FORMED. *A

1501

MR. HAMBURGER INVESTED MORE MONEY IN THE BUSINESS. *B

1502

THE BUSINESS MADE A PROFIT. *A

1503

THE DIRECTORS WERE IN CHARGE OF THE BUSINESS. *C

1504

EACH MEMBER RECEIVED A SHARE IN THE PROFITS. *A

1505

MC DONALD'S HAD *LITTLE* COMPETITION. *C

1506

MR. HAMBURGER HAD TROUBLE HIRING HELP. *A

1507

THE VALUE OF THE BUSINESS WAS DIVIDED INTO SHARES OF STOCK. *A

1508

TO BEGIN A BUSINESS ONE MUST HAVE LAND, LABOR, AND CAPITAL. *A

1509

GIVEN A LIST OF FACTS OR A PICTURE, THE STUDENT WILL BE ABLE TO ASSESS INFORMATION BY CLASSIFYING CONCLUSIONS AS BEING EITHER VALID OR INVALID. %13

0326

DIRECTIONS - FROM THE INFORMATION GIVEN, DECIDE WHICH RESPONSE FROM THE LIST ABOVE THE ITEMS MAKES THE BEST JUDGMENT OF THE CONCLUSION. PLACE THE LETTER OF THE ANSWER ON THE BLANK TO THE LEFT OF EACH ITEM.

0050

BACKGROUND INFORMATION - YOU ARE A VISITOR FROM ANOTHER PLANET WHO HAS LANDED NEAR A DESERTED TOWN ON EARTH. YOU HAVE FOUND A U. S. COIN, A PRINTED BOOK, AND A CARBON COATED PAN IN ONE OF THE ROOMS.

- A. VALID, SUFFICIENT INFORMATION
- B. INVALID, SUFFICIENT INFORMATION
- C. INVALID, INSUFFICIENT INFORMATION

A WRITTEN FORM OF LANGUAGE HAD BEEN DEVELOPED. *A

BARTER WAS USED IN OBTAINING OBJECTS. *B

EVENTS WERE RECORDED. *A

THE TOWN GREW IN DIFFERENT STAGES. *C

THE PEOPLE HAD A FORM OF RELIGION. *A

THE PEOPLE OF THIS TOWN WERE MIGRATORY WORKERS. *B

MACHINERY HAD BEEN DEVELOPED. *A

THE TOWN WAS GOVERNED BY A MAYOR. *C

A HIGHER FORM OF EXCHANGE THAN BARTER EXISTED. *A

A NUMBER SYSTEM HAD BEEN DEVELOPED. *A

THE PEOPLE IN THIS TOWN LIVED IN IT FOR A NUMBER OF YEARS. *A

THE PEOPLE USED THE PAN TO OBTAIN GOLD FROM THE RIVER BED. *C

THE PEOPLE USED THE PAN TO COOK FOOD. *A

THE STUDENT WILL BE ABLE TO DRAW CONCLUSIONS AND INFERENCES FROM GIVEN SITUATIONS ABOUT PEOPLE AND THEIR PROBLEMS BY READING A SELECTION AND ANSWERING QUESTIONS. %7

0332

DIRECTIONS - READ THE FOLLOWING PARAGRAPH VERY CAREFULLY AND THEN DECIDE IF THE STATEMENTS LISTED BELOW ARE PROBABLY TRUE, PROBABLY FALSE, OR WHETHER YOU ARE UNABLE TO SAY FROM THE INFORMATION

PROVIDED IN THE PARAGRAPH. CIRCLE THE BEST ANSWER.

THE SCOTTS ARE A FAMILY OF EIGHT WHO LIVE IN A BARN THAT HAS BEEN MADE INTO A HOME. THEY LIVE ON THE EDGE OF TOWN AND HAVE BEEN UNABLE TO MAKE MANY FRIENDS. SOME PEOPLE SAID THAT THE FATHER DIDN'T WORK. MANY PEOPLE SAID THAT THE CHILDREN WERE ABSENT FROM SCHOOL FREQUENTLY. MANY PEOPLE SAID THAT THE SCOTTS SHOULD NOT LIVE IN THEIR NEIGHBORHOOD.

ONE NIGHT, AFTER SEVERAL MONTHS WITHOUT RAIN, THEIR HOME CAUGHT FIRE AND BURNED DOWN COMPLETELY.

THE HOUSE WAS DESTROYED BY FIRE QUITE EASILY BECAUSE OF A LACK OF RAIN.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

THE HOUSE WAS DESTROYED BY FIRE BECAUSE THE SCOTTS WERE LAZY.

- A. PROBABLY TRUE
- *B. PROBABLY FALSE
- C. CAN'T SAY

THE HOUSE WAS DESTROYED BY FIRE BECAUSE THE NEIGHBORS WISHED TO GET RID OF THE SCOTT FAMILY.

- A. PROBABLY TRUE
- *B. PROBABLY FALSE
- C. CAN'T SAY

THE FATHER DIDN'T WORK BECAUSE HE WAS SICK.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

THE SCOTTS HAVE A SOCIAL PROBLEM.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

THE SCOTTS HAVE A REPUTATION FOR BEING A GOOD FAMILY.

- A. PROBABLY TRUE
- *B. PROBABLY FALSE
- C. CAN'T SAY

THE COMMUNITY WILL NOT WANT TO HELP THIS FAMILY GET A NEW PLACE TO LIVE.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ASSESS THE VALIDITY OF STATEMENTS BY CLASSIFYING STATEMENTS AS TRUE, PROBABLY TRUE, FALSE, PROBABLY FALSE, CAN'T SAY. \$12

DIRECTIONS READ THE PARAGRAPH. THEN READ THE STATEMENTS FOLLOWING THE PARAGRAPH. DECIDE IF THEY ARE TRUE, PROBABLY TRUE, FALSE, PROBABLY FALSE, OR CAN'T SAY.

MARY AND JEAN LIVE NEXT DOOR TO EACH OTHER. EACH MORNING THEY WALK TO SCHOOL TOGETHER. THEY USUALLY ARRIVE AT SCHOOL BEFORE THE WARNING BELL RINGS AT 8-55 A.M. THIS MORNING A BLOCK FROM SCHOOL MARY BEGAN TO RUN LEAVING JEAN BEHIND. WHEN JEAN ARRIVED AT SCHOOL, THE 9 O'CLOCK TARDY BELL HAD ALREADY RUNG.

MARY AND JEAN ARE GOOD FRIENDS.

- A. TRUE
- B. PROBABLY TRUE
- C. FALSE
- D. PROBABLY FALSE
- E. CAN'T SAY

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MARY AND JEAN GO TO THE SAME SCHOOL.

- A. TRUE
- B. PROBABLY TRUE
- C. FALSE
- D. PROBABLY FALSE
- E. CAN'T SAY

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THE WARNING BELL IS DIFFICULT TO HEAR A BLOCK FROM SCHOOL.

- A. TRUE
- B. PROBABLY TRUE
- C. FALSE
- D. PROBABLY FALSE
- E. CAN'T SAY

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MARY CALLED TO JEAN BEFORE SHE BEGAN TO RUN.

- A. TRUE
- B. PROBABLY TRUE
- C. FALSE
- D. PROBABLY FALSE
- E. CAN'T SAY

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THE WARNING BELL DID *NOT* RING THIS MORNING.

- A. TRUE
- B. PROBABLY TRUE
- C. FALSE
- D. PROBABLY FALSE
- E. CAN'T SAY

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JEAN RAN THE LAST BLOCK TO SCHOOL.

- A. TRUE
- B. PROBABLY TRUE
- C. FALSE
- D. PROBABLY FALSE
- E. CAN'T SAY

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THE TARDY BELL RINGS FIVE MINUTES AFTER THE WARNING BELL.

- A. TRUE
- B. PROBABLY TRUE
- C. FALSE
- D. PROBABLY FALSE
- E. CAN'T SAY

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JEAN DOESN'T HEAR AS WELL AS MARY.

- A. TRUE
- B. PROBABLY TRUE
- C. FALSE
- D. PROBABLY FALSE
- E. CAN'T SAY

2847
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MARY DID *NOT* CALL TO JEAN BEFORE LEAVING HER.

- A. TRUE
- B. PROBABLY TRUE
- C. FALSE
- *D. PROBABLY FALSE
- E. CAN'T SAY

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JEAN WAS UPSET WHEN SHE ARRIVED AT SCHOOL.

- A. TRUE
- *B. PROBABLY TRUE
- C. FALSE
- D. PROBABLY FALSE
- E. CAN'T SAY

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A NOISEY TRUCK PASSING BY MADE IT IMPOSSIBLE FOR JEAN TO HEAR THE WARNING BELL.

- A. TRUE
- B. PROBABLY TRUE
- C. FALSE
- D. PROBABLY FALSE
- *E. CAN'T SAY

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MARY IS A FASTER RUNNER THAN JEAN.

- A. TRUE
- B. PROBABLY TRUE
- C. FALSE
- D. PROBABLY FALSE
- *F. CAN'T SAY

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THE CHILD WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY EVALUATING THE CERTAINTY OF SELECTED STATEMENTS BASED ON EVIDENCE IN THE PASSAGE. 830

0008

READ THE PARAGRAPHS CAREFULLY. THEN READ THE STATEMENTS AND CIRCLE THE BEST ANSWER:

MR. EXECUTIVE DECIDED TO LEAVE HIS JOB IN THE CITY AND BECOME A FARMER. HE BOUGHT A FARM IN THE COUNTRY. ON HIS FIRST DAY, MR. EXECUTIVE SAID, GEORGE, YOU TAKE THE COWS OVER TO THE EAST PASTURE. I'LL HARVEST THE WHEAT IN THE NORTH PASTURE. ED, YOU PLANT THE CORN IN THE WEST PASTURE, AND AFTER WATERING IT BE SURE TO ROLL OVER IT WITH THE TRACTOR--I LIKE CREAMED CORN!

MR. EXECUTIVE HAD ALL THE FACTORS HE NEEDED TO BECOME A FARMER *EXCEPT:

- A. LABOR.
- B. TOOLS.
- *C. KNOW HOW.
- D. LAND.

1447

BEFORE MR. EXECUTIVE DECIDED TO LEAVE HIS JOB IN THE CITY HE SHOULD HAVE LEARNED MORE ABOUT

- *A. PLANTING SEEDS.
- B. RAISING COWS.
- C. BUYING FARMS.
- D. HIRING HELP.

1448

AT THIS MOMENT WHAT DOES THE INFORMATION SAY MR. EXECUTIVE'S ABILITY AS A FARMER IS?

1449

A. EXCELLENT

B. GOOD

C. FAIR

D. POOR

THE CHILD WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN FACTS THAT ARE RELEVANT AND FACTS THAT ARE NOT RELEVANT TO A SITUATION OR PROBLEM BY CORRECTLY CLASSIFYING GIVEN PHRASES. #8

DIRECTIONS - IF YOU WISH TO PROVE THAT *LOU GEHRIG* WAS ONE OF BASEBALL'S GREAT PLAYERS, WHICH OF THESE STATEMENTS COULD YOU USE AS PROOF? MARK *A* BEFORE THE STATEMENT IF YOU COULD USE IT AS PROOF. MARK *B* IF YOU COULD NOT USE IT.

0084

HE IS A MEMBER OF BASEBALL'S HALL OF FAME. *A

2787

HE WAS THIRTY-EIGHT YEARS OLD WHEN HE DIED. *B

2788

HE PLAYED IN 2,130 CONSECUTIVE GAMES. *A

2789

HE PLAYED FOR THE YANKEES. *B

2790

MANY BOOKS HAVE BEEN WRITTEN ABOUT HIM. *B

2791

HE WAS HONORED IN A SPECIAL DAY AT YANKEE STADIUM WHEN HE RETIRED. *A

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HE WAS OVER SIX FEET TALL. *B

2793

HE PLAYED FIRST BASEMAN POSITION. *B

2794

THE CHILD WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN FACTS THAT ARE RELEVANT AND FACTS THAT ARE NOT RELEVANT TO A SITUATION OR PROBLEM BY CORRECTLY CLASSIFYING GIVEN PHRASES. #7

DIRECTIONS - IF YOU WISH TO PROVE THAT *CLARA BARTON* WAS A GREAT AMERICAN WOMAN WHO DEVOTED HER LIFE TO HELPING PEOPLE, WHICH OF THESE STATEMENTS COULD YOU USE AS PROOF? MARK *A* BEFORE THE STATEMENT IF YOU COULD USE IT AS PROOF. MARK *B* IF YOU COULD NOT USE IT.

0085

SHE FOUNDED THE AMERICAN RED CROSS. *A

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SHE WAS BORN IN MASSACHUSETTS IN 1821. *B

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SHE SERVED AS A NURSE AT THE BATTLE FRONT. *A

2797

SHE WORKED AS A CLERK IN THE U. S. PATENT OFFICE. *B

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SHE WAS IN CHARGE OF RELIEF AFTER A FLOOD IN GALVESTON, TEXAS IN 1900. *A

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SHE WROTE MANY BOOKS. *R

2801

SHE WENT TO SWITZERLAND IN 1869. *B

2802

THE STUDENT WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN FACTS THAT ARE RELEVANT AND FACTS THAT ARE NOT RELEVANT TO A SITUATION OR PROBLEM BY CORRECTLY IDENTIFYING THE RELEVANT AND NON-RELEVANT INFORMATION. %40

0308

DIRECTIONS - THE FOLLOWING ARE SELECTIONS FROM A BOOK CALLED *TOMAS TAKES CHARGE.* READ THEM. YOU ARE TRYING TO FIND OUT WHAT TOMAS LOOKS LIKE. WHICH PARAGRAPHS HELP YOU?

0238

TOMAS WAS ELEVEN AND BEGINNING TO GROW. THE OLD RED STRIPED T-SHIRT WAS TOO SHORT. SO WERE LAST YEARS SUIT PANTS. BUT HIS RUBBER THONG SANDALS, FOUND IN A TRASH CAN, FITTED JUST RIGHT.

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*A. THIS PARAGRAPH HELPS.

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*B. THIS PARAGRAPH DOES NOT HELP.

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THE EVENING WAS COOL FOR THE 1ST OF JULY-IN FACT PERFECT. SOON THE STREET LIGHTS CAME ON. TOMAS JUMPED TO THE SIDEWALK, GAVE THE CRATE A FAREWELL PAT, AND PICKED UP THE ONION AND TWO PIMENTOS HE HAD FOUND. THEY HAD BEEN LYING INSIDE THE CRATES LIKE A PRESENT.

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*A. THIS PARAGRAPH HELPS.

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*B. THIS PARAGRAPH DOES NOT HELP.

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THE APARTMENT WHERE TOMAS LIVED WAS IN ONE OF THE FEW APARTMENT BUILDINGS LEFT IN THE MARKET. TOMAS CLIMBED THE THREE FLIGHTS OF STAIRS, PUSHED OPEN THE DOOR, AND STEPPED INTO THE KITCHEN. HIS SISTER FERNANDA LOOKED UP. WITHOUT ASKING, HE KNEW WHAT SHE WANTED TO KNOW.

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*A. THIS PARAGRAPH HELPS.

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*B. THIS PARAGRAPH DOES NOT HELP.

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TOMAS LEANED AGAINST THE ROUGH, NEW-SMELLING BOARDS OF THE CRATE AND CLOSED HIS EYES AGAIN. THIS TIME HE WOULD COUNT TO 50. HIS THICK HAIR WAS DUSTY BLACK, HIS FACE, PALE, EXCEPT FOR THE BROWN-PURPLE SHADOWS UNDER HIS CLOSED EYES. THE SHADOWS WERE FROM HUNGER, A HUNGER WHICH HAD BEEN GROWING FOR DAYS.

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*A. THIS PARAGRAPH HELPS.

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*B. THIS PARAGRAPH DOES NOT HELP.

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DIRECTIONS - YOUR ASSIGNMENT IS THE STORY OF THE OKLAHOMA TERRITORY LAND RUSH. BELOW ARE SEVERAL PARAGRAPHS FOR YOU TO READ CAREFULLY. CIRCLE *A* IF THE PARAGRAPH PROVIDES USEFUL INFORMATION FOR THAT TOPIC. CIRCLE *B* IF THE PARAGRAPH IS NOT USEFUL.

0237

THEN THEY COMMENCED A WILD TEAR RACE OUT EAST, AND EACH MAN, AS HE FOUND AN UNCLAIMED LOT, PROCEEDED TO STAKE IT OUT AND TO HOLD IT DOWN. THE PROCESS OF SECURING THE LOTS, AS IN GENERAL ADOPTION, IS SIMPLE IN THE EXTREME. FIRST OF ALL A STAKE IS DRIVEN IN THE GROUND, WITH OR WITHOUT A PLACER ATTACHED, SETTING FORTH THE NAME OF THE CLAIMANT. THEN THE NEW OWNER PACES OFF THE

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GROUND HE PROPOSES TO OCCUPY FOR A RESIDENCE OR BUSINESS HOUSE.

*A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

THE VOICES OF THE MEN PULSED POWERFULLY AND CHEERFULLY ACROSS THE
NARROWING FIELD OF UNREAPED GRAIN. THE PRAIRIE MENS LED FORTH
THEIR BROODS TO FEED, AND AT LAST, FATHER'S LONG-DRAWN, AND
MUSICAL CRY, TURN OUT ALL HANDS, TURN OUT RANG WITH RESTFUL
SIGNIFICANCE THROUGH THE DISK.

A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

...HE WOULD BE A RASH PROPHET WHO SHOULD ASSERT THAT THE
EXPANSIVE CHARACTER OF AMERICAN LIFE HAS NOW ENTIRELY CEASED.
MOVEMENT HAS BEEN ITS DOMINANT FACT, AND, UNLESS THIS TRAINING
HAS NO EFFECT UPON A PEOPLE, THE AMERICAN ENERGY WILL CONTINUALLY
DEMAND A WIDER FIELD FOR ITS EXERCISE, BUT NEVER AGAIN WILL SUCH
GIFTS OF FREE LAND OFFER THEMSELVES...

A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

FEW OF THE THOUSANDS OF SEEKERS OF SOMETHING FOR NOTHING, WHO
HAVE USED THIS CITY AS THEIR LAST HALTING PLACE PRIOR TO MAKING
THE RUSH INTO OKLAHOMA, WENT TO BED LAST NIGHT. THEY SPENT THE
NIGHT ON THE STREET, AT THE DEPOT, AND IN AND OUT OF HOTEL
LOBBIES.

*A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

TWO MEN GOT ON THE COWCATCHER OF THE LOCOMOTIVE IN ORDER TO REACH
THE LAND QUICKER BUT HAD TO BE REMOVED. ON A LATER TRAIN, HOW-
EVER, A MAN RODE THE WHOLE JOURNEY OF EIGHTY-NINE MILES ON THE
COWCATCHER. THERE WERE ONLY TWO LADIES ON THE TRAIN.

*A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

GEOGRAPHY

A. GENERAL PRINCIPLES

THE PUPIL WILL SHOW HIS KNOWLEDGE OF THE EFFECT OF LATITUDE,
ALTITUDE, PREVAILING WINDS, AND TOPOGRAPHY ON CLIMATE BY SELECT-
ING THE MOST PROBABLE CLIMATE OF A GIVEN AREA. - #2

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF
CHOICES.

A REGION AT 10 DEGREES N. LATITUDE WILL MOST PROBABLY HAVE WHICH
TYPE OF CLIMATE

A. HUMID CONTINENTAL

B. TUNDRA

*C. TROPICAL RAINFOREST

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D. ICE CAP

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THE IMAGINARY CITY OF LONGVILLE IS LOCATED AT 35 DEGREES N. LATITUDE AND 165 DEGREES E. LONGITUDE. IT IS ON A COASTAL PLAIN WITH THE SEA AT 164 1/2 DEGREES E. LONGITUDE. THE CLIMATE WOULD MOST LIKELY BE

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- A. HUMID CONTINENTAL.
- *B. MARINE WEST COAST.
- C. MEDITERRANEAN.
- D. GREENHOUSE.

THE STUDENT WILL APPLY HIS UNDERSTANDING OF THE EFFECT OF ALTITUDE AND LATITUDE ON TEMPERATURE BY CHOOSING THE RESPONSE WHICH DEMONSTRATES THIS EFFECT. #10

0347

DIRECTIONS - SUPPOSE THAT AN AIRPLANE WERE TO CARRY TANKS OF FISH FROM LAKE SUPERIOR TO LAKE TITICACA. COULD THE FISH ACCUSTOMED TO THE COOL WATERS OF A LAKE IN LATITUDE 48 DEGREES NORTH SURVIVE IN LATITUDE 17 DEGREES SOUTH? ENCIRCLE THE NUMBER OF THE *BEST* RESPONSE.

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- A. NO, BECAUSE THE LOWER THE LATITUDE, THE LONGER IS THE SUMMER AND LAKE TITICACA'S WATERS WOULD BE TOO WARM.
- B. NO, BECAUSE THE GREATER THE ELEVATION, THE HIGHER IS THE TEMPERATURE AND LAKE TITICACA'S WATERS WOULD BE TOO WARM.
- *C. YES, THE WATERS OF LAKE TITICACA ARE ALSO COOL, BECAUSE THE SURFACE OF THE LAKE IS HIGH ABOVE SEA LEVEL.
- D. YES, THE WATERS OF LAKE TITICACA ARE COOL, BECAUSE THE LOWER THE ALTITUDE, THE LOWER IS THE TEMPERATURE.

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF WEATHER CONDITIONS BY ASSOCIATING WEATHER TERMINOLOGY WITH WEATHER PHENOMENA AND SELECTING FACTS ABOUT SUCH PHENOMENA. #80

0228

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

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A HEAVY SHOWER OF RAIN ACCOMPANIED BY GUSTY WINDS, THUNDER, LIGHTENING, AND SOMETIMES HAIL IS REFERRED TO AS A

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- A. TORNADO.
- B. HURRICANE.
- *C. THUNDERSTORM.
- D. TYPHOON.

A HURRICANE IS ALSO KNOWN AS A

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- *A. TYPHOON.
- B. THUNDERSTORM.
- C. TORNADO.
- D. HAILSTORM.

THE MOST DESTRUCTIVE STORM KNOWN TO MAN IS THE

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- A. TORNADO.
- B. HAILSTORM.
- *C. HURRICANE.
- D. BLIZZARD.

THE EYE OF A HURRICANE IS

2300993

- *A. DEAD CALM. 2300993
- B. EXTREMELY VIOLENT. 2300993
- C. VERY WARM. 2300993
- D. VERY COLD. 2300993

- A STORM IS NOT CONSIDERED A TRUE HURRICANE UNLESS THE WHIRLING WINDS NEAR THE CENTER BLOW AT 2300994
- A. 50 M.P.H. 2300994
- B. A STEADY SPEED. 2300994
- *C. AT LEAST 75 M.P.H. 2300994
- D. 15 OR 20 M.P.H. 2300994

- A HURRICANE TRAVELS ABOUT 2300995
- *A. 15 OR 20 M.P.H. 2300995
- B. 50 OR 60 M.P.H. 2300995
- C. 75 OR MORE M.P.H. 2300995
- D. 100 M.P.H. 2300995

- HURRICANES SELDOM REACH FAR INLAND BECAUSE THEIR WINDS ARE SLOWED DOWN BY 2300996
- A. LIGHTENING. 2300996
- B. MOUNTAINS. 2300996
- *C. FRICTION. 2300996
- D. TIDES. 2300996

- HURRICANES FORM MOST FREQUENTLY IN 2300997
- *A. SUMMER AND FALL. 2300997
- B. FALL AND WINTER. 2300997
- C. WINTER AND SPRING. 2300997
- D. SPRING AND SUMMER. 2300997

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE DIRECTION OF THE PREVAILING WINDS IN THE LOW, HIGH AND MIDDLE LATITUDES BY CORRECTLY IDENTIFYING THEM FROM A LIST OF GIVEN CHOICES. 0140

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

- IN THE LOW LATITUDE THE PREVAILING WINDS ARE FROM THE 2300472
- A. NORTH. 2300472
- B. SOUTH. 2300472
- *C. EAST. 2300472
- D. WEST. 2300472

- IN THE MIDDLE LATITUDES THE PREVAILING WINDS ARE FROM THE 2300473
- A. NORTH. 2300473
- B. SOUTH. 2300473
- C. EAST. 2300473
- *D. WEST. 2300473

- THE WESTERLIES ARE THE PREVAILING WINDS OF WHICH LATITUDE? 2300474
- A. HIGH 2300474
- B. LOW 2300474
- *C. MIDDLE 2300474
- D. NONE OF THOSE 2300474

- THE TRADE WINDS ARE THE PREVAILING WINDS OF WHICH LATITUDE? 2300475
- A. HIGH 2300475

- *B. LOW
- C. MIDDLE
- D. NONE OF THESE

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ANALYZE A FARM SITUATION BY DRAWING INFERENCES FROM A GIVEN PARAGRAPH. 870

0025

READ THE FOLLOWING PARAGRAPH AND PLACE THE CORRECT LETTER ON THE BLANK.

WE'RE ON OUR WAY TO VISIT A NEW COUNTRY. JUDGING FROM OUR MAP, THIS NEW COUNTRY WHICH IS CALLED FANTAFRICA IS ABOUT THE SAME SIZE AS THE UNITED STATES. UPON ARRIVAL, WE FIND THE PEOPLE SPEAK ENGLISH AND SEVERAL OTHER LANGUAGES. THE LAWS ARE ALSO BASED ON ENGLISH LAWS AND MANY OF OUR CUSTOMS ARE SIMILAR.

IT WAS WINTER WHEN WE LEFT NEW YORK, HOWEVER, HERE IT IS SUMMER. OUR TOUR GUIDE INFORMED US THAT THE COUNTRY IS NOT AS OVERPOPULATED AS IT LOOKS BUT THAT THE BULK OF THE PEOPLE LIVE IN THE LARGE CITIES AND NEAR THE COAST.

DRIVING DOWN THE STREET TOWARD THE SMALL PRIVATE AIRPORT WE SEE MANY FACTORIES. AFTER ENJOYING SOME OF THE SIGHTS, WE TAKE A TRIP TO VISIT A CATTLE STATION WHICH IS SIMILAR TO WHAT WE WOULD CALL A RANCH. WE FLY OVER MANY FRUIT FARMS WHERE APPLES, PEARS, GRAPES AND PEACHES ARE GROWN.

OUR PLANE LANDS NEAR A RAMBLING HOUSE SURROUNDED BY BEAUTIFUL SHRUBBERY. THE CATTLE STATION HAS ABOUT 400 SQUARE MILES OF LAND AND ABOUT 24,000 CATTLE. THE COUNTRY IS TOO DRY TO PROVIDE GRASS FOR MORE CATTLE. AFTER SADDLING HORSES AND RIDING TO THE WATERING PLACE, WE SEE A GREAT CLOUD OF DUST TOWARD THE WEST. OUR GUIDE EXPLAINS THAT THE STOCKMEN HAVE BEEN ROUNDING UP THE CATTLE AND SORTING OUT SOME TO TAKE TO MARKET. THEN THEY WILL BE DRIVEN ON FOOT TO THE RAILROAD 200 MILES AWAY.

WE LEAVE NOW AND FLY NORTHWARD AND SOON WE ARE FLYING OVER WHEAT FIELDS. MOST OF THE FARMS ARE LARGE WITH 1000 OR MORE ACRES. THE WHEAT IS USUALLY SOWN IN MAY AND HARVESTED IN JANUARY. THE WIND AND WATER EROSION CAUSE SERIOUS PROBLEMS. DURING THE DRY SEASON AFTER THE CROP IS HARVESTED THE STRONG WINDS CATCH UP THE PRECIOUS TOP SOIL AND SEND IT DRIFTING INTO THE DESERT DUNES.

OUR PLANE IS NOW CIRCLING OVER A SHEEP STATION. THERE ARE ABOUT 15 TIMES MORE SHEEP THAN PEOPLE IN THE COUNTRY OUR GUIDE TELLS US. THE ONLY PROBLEM IS THAT RABBITS AND SHEEP ARE EATING ALL THE GRASS. CONSEQUENTLY THE DESERT AREAS ARE INCREASING.

THE SEASONS IN THIS COUNTRY IN COMPARISON TO THE UNITED STATES ARE

1630

- A. THE SAME.
- B. SHORTER.
- C. LONGER.
- *D. OPPOSITE.

FANTAFRICA'S MAJOR EXPORT PROBABLY IS

1631

- A. BEFF.
- B. WHEAT.
- *C. WOOL.
- D. FRUIT.

THIS COUNTRY IS IDEAL FOR FARMING BECAUSE

1632

- *A. THE LAND IS LEVEL IN SOME AREAS.
- B. THERE ARE SEVERAL AIRPORTS FOR SHIPPING.
- C. THE CITIES ARE LARGE.
- D. THERE ARE MANY RIVERS.

THIS COUNTRY IS PROBABLY LOCATED *MOSTLY* IN THE

1633

- A. LOW LATITUDES.
- *B. MIDDLE LATITUDES.
- C. HIGH LATITUDES.
- D. THE ARCTIC ZONE.

THIS AREA MUST RECEIVE

1634

- A. LARGE AMOUNTS OF RAINFALL.
- *B. SMALL AMOUNTS OF RAINFALL.
- C. AVERAGE AMOUNTS OF RAINFALL.
- D. NO RAINFALL.

THE TOPOGRAPHY AND SOIL IN THIS AREA MUST BE

1635

- A. ROCKY AND HILLY.
- B. ROCKY AND RICH.
- C. FLAT AND ROCKY.
- *D. RICH AND FLAT.

IF IT IS SPRING IN FANTAFRICA, THEN IN THE UNITED STATES, IT IS

1636

- A. SUMMER.
- *B. FALL.
- C. SPRING.
- D. WINTER.

ASSUMING THAT FARMS TODAY WERE SUDDENLY WITHOUT MODERN EQUIPMENT, THE STUDENT CAN PREDICT THE POSSIBLE CHANGES THAT MIGHT OCCUR WITHIN A TWO YEAR PERIOD BY SELECTING VALID OR INVALID STATEMENTS. %99

0021

CIRCLE *P* IS THE STATEMENT IS A POSSIBLE OUTCOME. CIRCLE *I* IF THE STATEMENT IS AN IMPOSSIBLE OUTCOME. CIRCLE *U* IF THE STATEMENT IS UNCERTAIN.

A DEPRESSION HAS OCCURRED. ALL MACHINE FACTORIES HAVE CLOSED DOWN. THE GOVERNMENT HAS ASKED FOR ALL FARM EQUIPMENT TO BE SHIPPED TO CHISHING FOR UNKNOWN REASONS.

P I* U ALL FARMS WOULD DISAPPEAR.

1593

P I* U PEOPLE WOULD DIE FROM STARVATION.

1594

P I* U PEOPLE WILL DEFINITELY *NOT* BE ABLE TO BUY ANY FARM PRODUCE IN THE GROCERY STORE.

1595

P I* U THE TRUCKING INDUSTRY WOULD BE OUT OF BUSINESS.

1596

P* I U MANY PEOPLE WOULD *NOT* HAVE JOBS.

1597

P I U* THIS SITUATION WOULD *NOT* AFFECT THE MEAT PACKING INDUSTRY.

1598

P* I U GROCERY STORES MIGHT *NOT* BE STOCKED AS WELL AS THEY USE TO BE.

1599

P* I U PRICES OF FARM PRODUCE WILL GO *SKI HIGH*.

1600

P I* U THIS SITUATION WILL *NOT* AFFECT THE ECONOMY AT ALL.

1601

STUDENTS WILL DISPLAY HIS KNOWLEDGE OF THE DEVELOPMENT OF FARMING PRACTICES BY ARRANGING GIVEN STATEMENTS IN THE APPROPRIATE ORDER.
%10

0173

DIRECTIONS - ARRANGE THE FOLLOWING STATEMENTS IN THE ORDER IN WHICH THEY APPEARED. MARK THE CORRECT ANSWER BELOW.

0011

1. MAN PLANTED CROPS IN RAIN-WATERED LANDS.

0585

2. MAN DEVELOPED AGRICULTURE IN LANDS ALONG RIVERS.

0585

3. MAN DEVELOPED A SYSTEM OF IRRIGATION.

0585

4. MAN INVENTED THE PLOW.

585

A. 2, 3, 1, 4

2300585

B. 1, 3, 2, 4

2300585

C. 1, 2, 3, 4

2300585

*D. 2, 3, 4, 1

2300585

STUDENTS CAN DEMONSTRATE HIS ABILITY TO RECOGNIZE THOSE PHYSICAL AND CULTURAL ENVIRONMENTAL FACTORS THAT AFFECT THE ARCHITECTURE OF A PARTICULAR SOCIETY BY IDENTIFYING THE FACTORS FROM A LIST OF CHOICES. %18

0135

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

WHICH OF THE FOLLOWING LEAST AFFECTS STYLES OF BUILDINGS

2300436

A. CLIMATE

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B. NATURAL RESOURCES

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*C. LANGUAGE SPOKEN

2300436

D. RELIGION

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E. OCCUPATION OF THE PEOPLE

2300436

THE MAIN REASON THAT ANCIENT EGYPTIAN BUILDINGS WERE OF STONE WAS

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A. SO THEY WOULD LAST.

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*B. BECAUSE THEY HAD LITTLE TIMBER AVAILABLE.

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C. BECAUSE STONE WAS MORE DECORATIVE.

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D. SO THEY WOULD WITHSTAND THE FLOODS OF THE NILE.

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ANCIENT EGYPTIANS. BUILDINGS HAD DESIGNS OF GREAT SIMPLICITY PARTLY BECAUSE

2300438

A. THEIR RATHER PRIMITIVE SKILLS IN ARCHITECTURE LIMITED THEM.

2300438

B. THEIR RELIGIOUS BELIEFS RESTRICTED THEIR STYLES.

2300438

*C. THE SUNNY CLIMATE ELIMINATED THE NEED FOR WINDOWS.

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D. THEIR NEED TO HIDE THEIR BEAUTIFUL OBJECTS FROM INVADERS AFFECTED THE DESIGNS.

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THE WALLS OF MANY OF THE BUILDINGS IN ANCIENT EGYPT WERE VERY THICK MAINLY TO

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*A. PROTECT THE INHABITANTS FROM HEAT.

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B. HOLD UP THE ROOFS.

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- C. PROVIDE MORE PROTECTION IN TIME OF ATTACK.
D. MAKE THEM RAINPROOF.

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MANY OF THE ROOFS ON BUILDINGS OF ANCIENT EGYPT WERE FLAT MAINLY BECAUSE

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- A. THE ARCH HAD NOT BEEN DEVELOPED.
B. ONLY TOMBS OF PHARAOHS COULD BE POINTED.
C. THE AMOUNT OF RAIN DID NOT REQUIRE SLOPING ROOFS.
D. FLAT ROOFS WERE EASIER TO DESIGN.

THERE WAS PLENTY OF CLAY FOR BUILDING HOUSES IN NEW ENGLAND, BUT THE PEOPLE INSISTED UPON WOOD HOUSES. WHY?

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- A. THEY WERE USED TO WOOD HOUSES.
B. THERE WAS PLENTY OF WOOD AVAILABLE.
C. THEY BELIEVED THAT ONLY WOOD HOUSES WERE HEALTHY.
D. ONLY A AND B
E. A, B, AND C

MANY MORE BUILDINGS CONSTRUCTED BY THE ROMANS WOULD BE STILL STANDING WERE IT NOT FOR THE FACT THAT

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- A. EMPERORS TORE DOWN BUILDING OF PREVIOUS EMPERORS.
B. CHRISTIANS RUINED BUILDINGS REPRESENTING THE PAGAN RELIGION.
C. EARTHQUAKES AND VOLCANOS DESTROYED SOME.
D. A AND C ONLY
E. A, B, AND C ABOVE

PRIMITIVE MAN WORKED OUT THE BEGINNINGS OF ARCHITECTURE IN FULFILLING HIS NEED FOR

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- A. FOOD STORAGE FOR WINTER.
B. A PLACE FOR PRIMITIVE RELIGIOUS FESTIVALS.
C. SHELTER FOR HIS FAMILY.
D. TRAPS AND CAGES FOR ANIMALS.

THE CONTRIBUTION OF CONCRETE BY THE ROMANS WAS ADVANTAGEOUS OVER THE GREEK BUILDING METHODS BECAUSE

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- A. IT MADE BUILDING FASTER.
B. IT REQUIRED LESS CRAFTSMANSHIP.
C. IT ENABLED THEM TO BUILD LARGER BUILDINGS.
D. IT DID NOT RESTRICT BUILDERS TO THE NATURAL RESOURCES AVAILABLE.
E. ALL OF THE ABOVE

WITH THE USE OF CONCRETE, COLUMNS WERE NO LONGER NECESSARY FOR SUPPORT. WHAT WAS THE MAIN REASON WHY ROMANS STILL USE THEM?

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- A. THEY FELT MORE SECURE WITH THE ADDED SUPPORT OF COLUMNS.
B. THEY WANTED THEIR BUILDINGS TO LOOK LIKE GREEK BUILDINGS.
C. THEY USED THEM FOR DECORATION.
D. COLUMNS WERE USED TO DIVIDE ROOMS.

ONE FORM OF CONSTRUCTION USUALLY CONNECTED WITH THE ROMANS WAS THE AQUADUCT WHICH WAS USED FOR

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- A. DECORATING THE COLUMNS.
B. A PEDESTAL FOR STATUES.
C. AN ALTAR FOR WORSHIPING THEIR GODS.
D. CARRYING WATER.

THE COLOSSEUM IN ROME WAS USED FOR

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- A. A PLACE OF WORSHIP.
B. A MARKET PLACE.
C. A SPORTS ARENA.

D. A HOME FOR THE EMPEROR.

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WHEN ROME BECAME THE CENTER OF A VAST EMPIRE, THE POPULATION INCREASED. THUS

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A. THE PEOPLE BEGAN MOVING TO THE COUNTRY.

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*B. THE FIRST TENEMENT HOUSES WERE BUILT.

2300449

C. MANY PEOPLE BEGAN LIVING IN WHAT HAD PREVIOUSLY BEEN PAGAN TEMPLES.

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D. LANDLORDS COULD NOT DIVIDE THEIR BUILDINGS.

2300449

A HAZARD THE ROMAN TENEMENT DWELLER OFTEN FACED WAS

2300450

A. FIRE.

2300450

B. COLLAPSING WALLS.

2300450

C. NO PLUMBING FACILITIES.

2300450

*D. ALL OF THE ABOVE

2300450

WHAT KIND OF HOMES DID EARLY ENGLISHMEN IN AMERICA AT FIRST HAVE?

2300451

2300451

A. SIMILAR TO THOSE THEY LEFT IN ENGLAND

2300451

*B. SIMILAR TO THOSE OF PRIMITIVE PEOPLE

2300451

C. LOG CABINS

2300451

D. LARGE BUILDINGS SHARED BY MANY FAMILIES

2300451

THE MOST IMPORTANT FACTOR INFLUENCING THE KINDS OF HOMES BUILT BY EARLY NEW ENGLANDERS WAS

2300452

2300452

A. THEIR CULTURE.

2300452

*B. THE CLIMATE.

2300452

C. THEIR RELIGION.

2300452

D. THE INFLUENCE OF THE INDIANS.

2300452

STONE HOUSES WERE RARE IN EARLY NEW ENGLAND BECAUSE

2300453

*A. THERE WAS NO LIME FOR A STRONG MORTAR.

2300453

B. THE PEOPLE PREFERRED BRICK HOUSES.

2300453

C. IT WAS HARD TO ATTACH A ROOF TO A STONE HOUSE.

2300453

D. THEY SEEMED TOO PRIMITIVE TO THE PEOPLE.

2300453

HOUSES IN SOUTHERN COLONIES WERE OFTEN BUILT OF BRICK BECAUSE

2300454

A. WOODEN HOUSES WOULD NOT WITHSTAND THE DAMPER CLIMATE.

2300454

B. LIME FOR MORTAR WAS AVAILABLE THERE.

2300454

C. THE PEOPLE WERE NOT AS BOUND BY THE ONE TRADITION.

2300454

*D. ALL OF THE ABOVE

2300454

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF HOW FARMS DIFFER IN RELATIONSHIP TO THE TOPOGRAPHY, THE SOIL, AND THE CLIMATE BY IDENTIFYING EXAMPLES.

0017

IN THE FOLLOWING ITEMS, SELECT THE STATEMENT A FARMER WOULD CONSIDER TO BE MOST VALUABLE IN ANSWERING THE GIVEN QUESTION. WRITE THE LETTER OF YOUR ANSWER ON THE BLANK SPACE TO THE LEFT OF EACH ITEM.

IN THE EASTERN PART OF THE CENTRAL FARMING REGION, CORN GROWS ESPECIALLY WELL BECAUSE

156

A. THERE IS LITTLE RAINFALL AND THE CLIMATE IS COOL.

*B. SUMMERS ARE HOT AND RAINFALL IS PLENTIFUL.

C. SUMMERS ARE SHORT AND RAIN IS LIGHT.

IN THE WESTERN PART OF THE CENTRAL FARMING REGION, WHEAT GROWS

157

BETTER THAN CORN BECAUSE OF THE

- *A. CLIMATE.
- B. TOPOGRAPHY.
- C. SOIL.

THE *MOST* NECESSARY CONDITION TO GROW WINTER WHEAT, IS TO PLANT WHEAT IN THE

- *A. FALL.
- B. WINTER.
- C. SUMMER.

1571

SOME CROPS FOUND IN THE DAIRY BELT, HAVE SUMMERS THAT ARE

- A. LONG AND RAINY.
- *B. SHORT AND COOL.
- C. HOT AND DRY.

1572

THE CHILD WILL DEMONSTRATE HIS ABILITY TO LOCATE THE MAIN IDEA BY
SELECTING IT AFTER READING A PARAGRAPH CONCERNING THE NEED FOR
CONSERVATION. %1#

0266

INSTRUCTIONS -- READ THE PARAGRAPH BELOW.

THE VAST OCEANS ARE STILL THE RICHEST SOURCE OF FOOD IN THE
WORLD -- BUT THE DAY MAY BE RAPIDLY APPROACHING WHEN THERE WILL
NOT BE *LOTS MORE FISH IN THE SEA.* IF IT DOES COME, IT WILL
PROBABLY BE THE FAULT OF MAN, NOT NATURE. THE DANGER SIGNS ARE
ALREADY CLEAR. FISHERMEN FROM GLOUCESTER TO OSAKA ARE FINDING IT
ALMOST IMPOSSIBLE TO CATCH ENOUGH FISH PER VOYAGE TO STAY IN
BUSINESS.

1806

CHOOSE THE MAIN IDEA THAT COMES FROM THE PARAGRAPH.

- *A. MAN MIGHT DESTROY HIS RICHEST SOURCE OF FOOD.
- *B. FISHERMEN ARE HAVING FINANCIAL TROUBLE.
- C. THE OCEANS CONTAIN MUCH FOOD FOR MAN.

B. COUNTRIES

1. ARGENTINA AND URUGUAY

THE STUDENT WILL DEMONSTRATE HIS GEOGRAPHIC KNOWLEDGE OF THE
CITIES AND REGIONS IN ARGENTINA AND URUGUAY BY IDENTIFYING
CERTAIN CHARACTERISTICS OF A PARTICULAR AREA. %12#

0022

SELECT THE AREA FROM THE LIST BELOW THAT BEST FITS THE DESCRIP-
TIONS OF THE VARIOUS REGIONS IN ARGENTINA AND URUGUAY. WRITE ITS
LETTER NEXT TO THE STATEMENT. SOME ITEMS CAN BE USED MORE THAN
ONCE.

- A. BUENOS AIRES
- B. MENDOZA
- C. MONTEVIDEO

- D. PATAGONIA
- E. ROSARIO
- F. SAN JUAN
- G. THE DRY NORTHWEST
- H. THE PAMPA
- I. THE WEST NORTHEAST
- J. URUGUAY

THIS FINE FARMING REGION IS ONLY ONE FOURTH OF ARGENTINA BUT IT PRODUCES MOST OF THE COUNTRY'S MEAT AND GRAIN. *H

1602

THIS AREA IS LOCATED SOUTH OF THE TROPIC OF CAPRICORN AND HAS MOIST WINTERS AND HOT RAINY SUMMERS. *H

1603

THIS REGION IS AS LARGE AS THE PAMPA BUT ONLY 250,000 PEOPLE LIVE THERE. THE CHIEF BUSINESS IS SHEEP RANCHING. *D

1604

COTTON IS THE CHIEF CROP IN THIS AREA, BUT IT IS NOT A MAJOR EXPORT. *G

1605

THIS CITY IS THE CHICAGO, NEW YORK, AND WASHINGTON D.C. OF ARGENTINA. *A

1606

THIS CITY LIES IN A WARM DRY VALLEY AT THE FOOT OF THE ANDES MOUNTAINS. IT IS THE CHANGING POINT TO THE *NARROW GAUGE* RAILROAD. *R

1607

THIS REGION HAS POORLY DRAINED FOREST LANDS AND GRASS LANDS. *H

1608

THIS AREA IS ABOUT THE SIZE OF NORTH DAKOTA AND WOOL IS ITS CHIEF EXPORT. *J

1609

THIS AREA IS URUGUAY'S *LARGEST* CITY AND CAPITAL. *C

1610

THIS REGION IS HANDICAPPED IN SOME AREAS BY SWAMPS. IT ALSO HAS ROOM FOR GREATER POPULATION. *H

1611

THIS REGION IS VERY DRY AND MUST PROVIDE IRRIGATION FOR ITS CROPS. ONE OF THE MAJOR CROPS IS GRAPES. *B

1612

THIS AREA IS KNOWN FOR QUEBRACHO. ITS CLIMATE IS NOTED FOR HEAVY RAINS. THE LAND IS FLAT. *I

1613

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE REASONS FOR THE SPARSE POPULATION OF PATAGONIA BY IDENTIFYING THE CORRECT CAUSES OF THE SMALL POPULATION. *100

0023

PATAGONIA IS AS LARGE AS THE PAMPA REGION BUT ONLY 250,000 PEOPLE LIVE THERE. PUT A CHECK IN FRONT OF EACH SENTENCE THAT EXPLAINS THE ABOVE STATEMENT.

IT IS A SHEEP RAISING AREA. *

1614

IT IS *NOT* A NICE PLACE TO LIVE. *

1615

THE SOIL IS THIN AND STONY. *

1616

THE LAND IS CHEAP.

1617

THE CLIMATE IS ARID AND SEMI-ARID. *

1618

THE TOPOGRAPHY IS UNEVEN. *

1619

MOST OF THE SETTLERS CAME THERE WITHIN THE LAST SIXTY YEARS.

1620)

IT SOMETIMES TAKES 16 ACRES TO SUPPLY FEED FOR ONE SHEEP. *

1621

IT IS AT THE END OF THE FAR SOUTH LAND.

1622

THE LAND IS SUITABLE FOR FARMING.

1623

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE INFLUENCE CLIMATE HAS ON ENVIRONMENT BY SELECTING THE CAUSES WHICH APPLY TO A GIVEN SITUATION. #6

0024

READ THE FOLLOWING PARAGRAPHS.

SHEEP RANCHERS IN PATAGONIA HAVE LEARNED THAT THE FARTHER SOUTH THEY GO, THE BETTER THE PASTURE IS AND THE GREATER THE NUMBER OF SHEEP WHICH CAN BE FED. THE SUMMER IS NEVER HOT. THE DAYS DO BECOME WARM BUT NIGHTS AND EARLY MORNINGS ARE ALWAYS COOL. ON A RANCH IN NORTHERN PATAGONIA ABOUT 16 ACRES ARE REQUIRED TO FEED ONE SHEEP. A RANCH NEAR THE STRAIT OF MAGELLAN REQUIRES ONLY 5 OR 6 ACRES.

PUT A *T* IN FRONT OF STATEMENTS WHICH EXPLAIN WHY THE ABOVE PARAGRAPH IS TRUE AND A *O* IN FRONT OF THE STATEMENTS WHICH DO NOT EXPLAIN WHY THIS PARAGRAPH IS TRUE.

THE CLIMATE OF THE STRAITS OF MAGELLAN IS COOLER. *T

1624

THE SHEEP FOUND IN THE STRAITS OF MAGELLAN DON'T EAT AS MUCH BECAUSE THEY HAVE SMALLER STOMACHS. *O

THE CLIMATE OF THE STRAITS OF MAGELLAN IS WARMER. *O

1626

IT RAINS MORE IN THE STRAITS OF MAGELLAN SO THERE IS MORE PASTURE GROWN PER ACRE. *T

THE PATAGONIAN CLIMATE MAKES THE SHEEP EAT MORE. *O

1628

THE STRAITS OF MAGELLAN IS FARTHER AWAY FROM THE EQUATOR WHICH MEANS THE CLIMATE WILL BE MORE SUITED FOR PASTURE TO GROW. *O

1629

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY THE CENTRAL ISSUE BY SELECTING IT AFTER READING A GIVEN SELECTION. #1

0305

DIRECTIONS - BEFORE THE EUROPEANS ARRIVED NONE OF THE INDIANS HAD LEARNED TO USE WHEELS. MOST OF THEIR HEAVY BURDENS WERE DRAGGED ALONG THE GROUND OR CARRIED ON THEIR BACKS OR IN THEIR CANOES. SOME SOUTH AMERICAN TRIBES USED ALPAGAS OR LLAMAS AS BEASTS OF BURDEN. EUROPEANS, ON THE OTHER HAND, HAD KNOWN ABOUT WHEELS FOR THOUSANDS OF YEARS. THEY WERE ABLE TO MOVE HEAVY LOADS IN CARTS.

0220

GRIND GRAIN IN GRIST MILLS, AND DO MANY OTHER JOBS WHICH WERE IMPOSSIBLE FOR THE INDIANS TO DO.

SELECT THE SENTENCE THAT TELLS THE MAIN IDEA OF THIS PARAGRAPH.

- A. IN SOUTH AMERICA ANIMALS WERE USED TO CARRY BURDENS.
- *B. THE EUROPEANS BROUGHT THE WHEEL WITH ITS MANY USES TO THE NEW WORLD.
- C. IT WAS POSSIBLE TO GRIND GRAIN INTO FLOUR BY USING A FORM OF WHEEL-THE GRIST MILL.

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ASSUMING THAT A BIG RAILROAD STRIKE HAS OCCURRED IN ARGENTINA, THE STUDENT CAN PREDICT THE CHANGES THAT WOULD OCCUR AND THE EFFECT ON THE ECONOMY BY SELECTING POSSIBLE, IMPOSSIBLE AND UNCERTAIN EFFECTS. #12#

0026

BACKGROUND INFORMATION -- A RAILROAD STRIKE HAS BEEN GOING ON FOR THIRTEEN MONTHS. CONSEQUENTLY, THE PAMPA REGION HAS NOT BEEN ABLE TO TRANSPORT ITS PRODUCE. THE EFFECTS RESULTING ON THE ECONOMY ARE UNBELIEVABLE AND ARE NOT ONLY AFFECTING SOUTH AMERICA BUT OTHER COUNTRIES AS WELL.

CIRCLE *P* IF THE FOLLOWING EFFECTS ARE POSSIBLE. IF THE GIVEN EFFECTS ARE IMPOSSIBLE CIRCLE THE *I*. IF THE EFFECTS ARE UNCERTAIN, CIRCLE THE *U*.

P* I* U THE BUSY SEAPORT OF BUENOS AIRES IS EXPORTING VERY FEW PRODUCTS.

1637

R* I U PEOPLE IN THE BRITISH ISLES ARE HAVING A SERIOUS FOOD SHORTAGE.

1638

P I* U THE UNITED STATES WILL HAVE VERY LITTLE BEEF.

1639

P I* U THE PEOPLE IN PATAGONIA WILL HAVE *NO* MEAT.

1640

P I U* EUROPE WILL HAVE A GREAT SHORTAGE ON CORN.

1641

P I U* SINCE ALL PRODUCE IS TRANSPORTED BY REFRIGERATED TRAIN-CARS FROM THE PAMPA, ALL PEOPLE IN SOUTH AMERICA WILL BE STARVING EXCEPT THOSE IN THE PAMPA REGION.

1642

P* I U THE ECONOMY OF THE ENTIRE REGION IS SUFFERING BECAUSE THEIR MONEY CROP IS *NOT* MOVING.

1643

P* I U A GREAT DEAL OF *FOODSTUFFS* ARE SPOILING BECAUSE OF THE STORAGE PROBLEM.

1644

P* I U MANY PEOPLE ARE *OUT OF JOBS*.

1645

P I U* THE UNITED STATES PACKING PLANTS WILL NOT BE AFFECTED.

1646

P* I U TRADE BETWEEN ARGENTINA AND ENGLAND WOULD DECREASE.

1647

P I U* THE STRIKE WOULD NOT AFFECT THE PEOPLE LIVING IN PATAGONIA.

1648

B. BRAZIL

2. BRAZIL

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ANALYZE INFORMATION THAT IS RELEVANT OR NON-RELEVANT BY CLASSIFYING INFORMATION THAT IS RELEVANT TO A GIVEN HYPOTHESIS. 350

0305

DIRECTIONS - YOU HAVE BEEN ASKED TO GIVE A REPORT ON *HISTORICAL EVENTS IN BRAZIL*. READ EACH OF THE FOLLOWING PARAGRAPHS. TELL IF IT WOULD BE HELPFUL OR *NOT* HELPFUL TO YOU IN PREPARING THE REPORT.

MOST OF BRAZIL'S IMPORTANT CITIES LIE ON THE ATLANTIC COAST OR WITHIN 300 MILES OF THE OCEAN. THESE INCLUDE RIO DE JANEIRO, THE LARGEST AND ONE OF THE MOST BEAUTIFUL IN THE WORLD AND SAO PAULO, THE LEADING INDUSTRIAL CENTER. THE COUNTRY'S NEW CAPITAL IS BRASILIA.

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A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

THE FOREST OF BRAZIL SPREAD OVER ABOUT 1,350,000 SQUARE MILES. PINE TREES COVER AN AREA OF 22,000,000 ACRES IN THE SOUTH. THE RUBBER TREE IS NATIVE TO THE AMAZON VALLEY.

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2836

A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

SUGAR CANE WAS THE STAPLE CROP OF BRAZIL'S COLONIAL PERIOD. THOUSANDS OF NEGROES WERE BROUGHT FROM AFRICA AS SLAVES, AND A PROSPEROUS PLANTATION SOCIETY DEVELOPED. THE DUTCH INVADDED BRAZIL IN 1630. UNTIL THEY WERE DRIVEN OUT IN 1654, THEY CONTROLLED PART OF BRAZIL.

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2837

A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

BRAZIL'S FOREST INDUSTRIES YIELD AN IMPORTANT PART OF THE NATIONAL INCOME. VARIOUS HARDWOODS GROW IN THE AMAZON VALLEY. THE LUMBER FROM THE PINETREES OF THE SOUTHERN STATES IS GOOD.

2838
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2838

A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

WHEN FRANCE INVADDED PORTUGAL IN 1807, THE PORTUGUESE ROYAL FAMILY FLED TO BRAZIL. RIO DE JANEIRO BECAME THE SEAT OF THE PORTUGUESE GOVERNMENT. IN 1821 KING JOHN VI RETURNED TO PORTUGAL LEAVING HIS SON PEDRO TO RULE IN BRAZIL.

2839
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2839

A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

THE STUDENT WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN

0345

RELEVANT AND IRRELEVANT FACTS, BY IDENTIFYING THE RELEVANT AND IRRELEVANT STATEMENTS. #16

DIRECTIONS - ELLEN WAS WRITING A REPORT ON THOSE CUSTOMS OF TODAY'S PRIMITIVE SOUTH AMERICAN INDIANS WHICH SEEM STRANGE IN COMPARISON WITH THE CUSTOMS OF THE MIDDLE-CLASS UNITED STATES CITIZENS. BELOW ARE STATEMENTS ABOUT THE SOUTH AMERICAN INDIANS. ENCIRCLE *A* FOR THOSE THAT ARE RELEVANT TO ELLEN'S REPORT OR *B* FOR THOSE THAT ARE IRRELEVANT.

EACH YEAR MORE TRADERS AND ADVENTURERS BRING CIVILIZATION CLOSER TO THE INDIANS. *B 2333
2333

THE ATSHURAS DAY BEGINS WITH WASHING OUT THEIR STOMACHS BY TICKLING THE UVULA WITH A FEATHER. *A 2334
2334

GIRLS ARE PICKED FOR MARRIAGE WHEN THEY ARE STILL CHILDREN. *A 2335

THE CADUVED TRIBE LIVE IN BUILDINGS WHICH WILL SHELTER UP TO SIX FAMILIES. *B 2336
2336

THE CHAVANTE KILL CRIPPLED OR SICKLY CHILDREN BECAUSE THE CHILDREN HAVE BEEN BE GOTTEN BY A DEMON. *A 2337
2337

SINCE THE TIME OF THE FIRST CONQUISTADORES, THE INDIAN HAS BEEN EXPLOITED. *B 2338
2338

THE INDIAN CAME TO AMERICA A FREE MAN. *B 2339

IN THE AUCA TRIBE, A CHILD THAT IS DEFORMED OR GIVES ITS MOTHER TROUBLE WILL BE BURIED ALIVE. *A 2340
2340

THE CARAJA PERMIT DIVORCE IF THE COUPLE ARE INCOMPATIBLE OR IF THEY BECOME BORED WITH EACH OTHER. *B 2341
2341

THE FEW CHAVANTE INDIANS WHO LIVE TO BECOME OLD ARE KILLED WHEN THEY ARE NO LONGER OF ANY USE TO THE TRIBE. *A 2342
2342

THE JIVARO TRIBE IS THE BEST KNOWN OF THE TROPICAL FOREST TRIBES. *B 2343
2343

JIVAROS SHRINK HEADS TO KILL THE EVIL SPIRITS. *A 2344

THE WITOTOANS BELIEVE IN A FATHER ABOVE WHO IS THE SUPREME RULER. *B 2345
2345

THE NAMBIKWARAS ARE A VERY FLEXIBLE TRIBE. *B 2346

TODAY'S PRIMITIVE SOUTH AMERICAN INDIAN IS A DESCENDANT OF MONGOLIAN WANDERERS WHO CAME TO AMERICA AFTER THE ICE AGE. *B 2347
2347

THE TUKUMA BELIEVE THAT WITHOUT PLUCKING HAIR FROM THE HEAD OF THE YOUNG WOMEN, THE WOMEN COULD NOT BEAR CHILDREN. *A 2348
2348

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE REASON FOR THE LOCATION OF BRASILIA AS THE NEW CAPITAL OF BRAZIL BY CHOOSING THE CORRECT REASON FROM A LIST OF CHOICES.

0003

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

BRASILIA HAS BEEN MADE THE CENTER OF A TRANSPORTATION NETWORK BECAUSE

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2300005

- A. THE PRESIDENT OF BRAZIL OWNS A RAILROAD.
- B. ITS HARBORS ARE DEEP ENOUGH FOR OCEAN GOING VESSELS.
- *C. THE GOVERNMENT HOPES TO DEVELOP THE FRONTIER.
- D. THERE IS A LARGE AIRCRAFT FACTORY NEARBY.

3. CANADA

THE STUDENT CAN RECOGNIZE WHY THE PANAMA CANAL IS IMPORTANT TO CANADA BY SELECTING THE MAIN REASON FOR THE CANAL'S IMPORTANCE TO CANADA FROM A GIVEN LIST. #1

0082

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

THE UNITED STATES BUILT THE PANAMA CANAL TO SHORTEN THE DISTANCE BY SHIP FROM ITS EAST COAST TO THE WEST COAST. *CANADA* USES THE PANAMA CANAL BECAUSE THE

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2300100

- A. CANAL IS PARTLY OWNED BY CANADA.
- B. UNITED STATES ALLOWS CANADIAN BOATS FREE PASSAGE.
- *C. CANAL SHORTENS THE DISTANCE FROM ITS EAST COAST TO ITS WEST COAST.
- D. CANAL SHORTENS THE DISTANCE FROM MONTREAL TO RIO DE JANEIRO.

4. CHINA □ SEE ALSO HISTORY □ ANCIENT CHINA

THE STUDENT WILL DISPLAY HIS KNOWLEDGE OF THE GENERAL CHARACTERISTICS OF THE TOPOGRAPHY OF CHINA BY SELECTING SPECIFIC TYPES OF TOPOGRAPHY FROM A GIVEN LIST. #3

0191

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

THE TOPOGRAPHY OF SOUTHEAST CHINA IS PRIMARILY

2300643
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2300643

- *A. HILLY AND MOUNTAINOUS.
- B. A LEVEL PLAIN WITH ROLLING HILLS.
- C. MOUNTAINOUS WITH PLATEAUS AND BASINS.
- D. A DESERT HIGHLAND.

THE TOPOGRAPHY OF NORTHEAST CHINA IS PRIMARILY

2300644
2300644
2300644
2300644
2300644

- A. HILLY AND MOUNTAINOUS.
- *B. A LEVEL PLAIN WITH ROLLING HILLS.
- C. MOUNTAINOUS WITH PLATEAUS AND BASINS.
- D. A DESERT HIGHLAND.

THE TOPOGRAPHY OF THE FAR WESTERN PART OF CHINA IS PRIMARILY

2300645

- A. ROLLING HILLS.
- *B. MOUNTAINOUS WITH PLATEAUS AND BASINS.
- C. A PLAIN WITH ROLLING HILLS.
- D. A COASTAL PLAIN.

2300645
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5. INDIA

BY SELECTING THE APPROPRIATE FEATURES FROM A LIST, THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF CHIEF LAND FEATURES AND CLIMATE OF INDIA. #6

0373

DIRECTIONS - PLACE AN *A* IN THE BLANK BEFORE THE ITEM THAT CORRECTLY DESCRIBES THE LAND OR CLIMATE OF INDIA. PLACE A *B* BEFORE THE ITEM THAT DOES NOT.

0075

THE SIZE OF THE COUNTRY IS THE SAME AS THE UNITED STATES. *B

2678

THE LAND IS TRIANGLE-SHAPED. *A

2679

THE COUNTRY IS SEPARATED FROM THE REST OF THE CONTINENT OF ASIA BY MOUNTAINS. *A

2680

2680

A MOUNTAIN SYSTEM IN NORTHERN INDIA IS CALLED THE ALPS. *B

2681

THE *LARGEST* CONTINUOUS AREA OF FARMLAND IN THE WORLD IS FOUND IN THE COUNTRY. *A

2682

2682

THE YEAR AROUND CLIMATE OF THE COUNTRY REMAINS HOT AND DRY. *B

2683

BY SELECTING THE APPROPRIATE FEATURES FROM A LIST, THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF CHIEF LAND FEATURES AND CLIMATE OF INDIA. #5

0373

DIRECTIONS - PLACE THE LETTER OF THE ITEM IN THE BLANK IN FRONT OF THE STATEMENT IT CORRECTLY ANSWERS.

0076

- A. SUMMER MONSOON
- B. NORTH PLAIN
- C. HOT WEATHER SEASON
- D. MOTHER GANGES
- E. INDIA'S PLATEAU
- F. AVERAGE ANNUAL RAINFALL
- G. HOME OF SNOW

NAME INDIANS GIVE TO AN IMPORTANT RIVER *D

2684

BRINGS RAIN TO INDIA BY THE END OF JUNE *A

2685

A TERM THAT DESCRIBES THE AMOUNT OF RAIN THAT FALLS IN ONE YEAR *F

2686

2686

THE AREA OF INDIA KNOWN AS THE BREAD-BASKET *B

2687

TERM DESCRIBING THE HIMALAYA MOUNTAINS *G

2688

BY IDENTIFYING THE IMPORTANT HISTORICAL EVENTS AND CHARACTERS IN
INDIAN HISTORY, THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF
INDIAN HISTORY. #4n

0374

DIRECTIONS - CIRCLE THE LETTER OF THE STATEMENT WHICH CORRECTLY
ANSWERS THE QUESTIONS.

WHAT NAME IDENTIFIES THE LIGHT-SKINNED PEOPLE THAT POURED INTO
INDIA BEFORE 1500 BC?

2689

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WHAT WAS THE NAME OF THE PRINCE THE HINDUS BELIEVED WAS GOD IN A
HUMAN FORM?

2690

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WHAT WAS THE NAME OF THE ANCIENT EMPEROR WHOSE FORTY YEAR REIGN
WAS ONE OF PEACE?

2691

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WHAT IS THE NAME OF THE COUNTRY THAT WAS RULING INDIA WHEN IT
GAINED ITS INDEPENDENCE IN 1947?

2692

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF HISTORICAL EVENTS
IN INDIAN HISTORY BY ARRANGING THEM IN THE ORDER IN WHICH THEY
OCCURRED. #4n

DIRECTIONS - NUMBER THE ITEMS 1, 2, 3, OR 4 BY THE ORDER IN WHICH
THEY HAPPENED IN INDIAN HISTORY. NUMBER 1 SHOULD BE USED FOR THE
EARLIEST EVENT. NUMBER 4 SHOULD BE USED FOR THE LATEST EVENT.

0077

THE BUILDING OF THE TAJ MAHAL BY A MOSLEM EMPEROR *2

2693

THE COMING OF THE ARYANS TO INDIA *1

2694

THE NON-VIOLENT STRUGGLE FOR INDEPENDENCE LED BY MAHATMA
GANDHI *4

2695

2695

THE LANDING OF VASCO DA GAMA IN INDIA *3

2696

THE STUDENT WILL EVALUATE THE IMPORTANCE OF HISTORICAL EVENTS BY DECIDING WHICH EVENT IN A LIST HAD GREAT OR LITTLE EFFECT ON THE SHAPING THE HISTORY OF INDIA. #12#

0375

DIRECTIONS - BEFORE EACH STATEMENT PLACE THE LETTER *A* BEFORE THE STATEMENTS THAT HAD GREAT EFFECT ON HISTORY OF INDIA. PLACE THE LETTER *B* BEFORE THE STATEMENTS THAT HAD LITTLE EFFECT ON THE HISTORY OF INDIA.

0077

THE ARYANS CAME TO INDIA THROUGH MOUNTAIN PASSES *B

2697

THE WRITING OF THE EPIC POEM CALLED RAMAYANA *A

2698

THE RULE OF THE EMPEROR ASOKA *A

2699

THE LOCATION OF THE TAJ MAHAL IN THE CITY OF AKRA *B

2700

THE ESTABLISHMENT OF PORTUGUESE TRADING POSTS IN INDIA. *B

2701

THE BIRTH OF GAUTAMA IN 563 B. C. *A

2702

THE USE OF WHITE MARBLE TO BUILD THE TAJ MAHAL *B

2703

THE GRANTING OF INDEPENDENCE OF INDIA AND PAKISTAN IN 1947 *A

2704

GANDHI URGING THE INDIAN PEOPLE *NOT* TO BUY BRITISH GOODS *A

2705

THE NAMING OF THE CAPITAL CITY OF INDIA NEW DELHI *B

2706

SOME ARYANS DID *NOT* SETTLE IN VILLAGES *B

2707

THE RECITING OF THE EPIC POEM RAMAYANA *A

2708

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO LOCATE THE CENTRAL IDEA OF PRINTED MATERIAL ON INDIA BY LOCATING THE CENTRAL IDEA OF A GIVEN PARAGRAPH ON INDIA. #1#

0380

DIRECTIONS - SELECT THE SENTENCE BELOW THAT CONTAINS THE MAIN IDEA OF THE ABOVE PARAGRAPH.

0080

WHEN INDIA BECAME INDEPENDENT IN 1947, ITS LEADERS FACED A NUMBER OF SERIOUS PROBLEMS. MOST OF THE COUNTRY'S PEOPLE WERE VERY POOR. THERE WERE FEW MODERN FACTORIES TO PROVIDE JOBS AND GOODS FOR THE PEOPLE. FARMERS USED SIMPLE TOOLS AND PRIMITIVE FARMING METHODS. MILLIONS OF PEOPLE WERE IN DANGER OF STARVING. MILLIONS DIED FROM DISEASE EACH YEAR. MORE THAN 4/5 OF THE COUNTRY'S PEOPLE COULD NOT READ AND WRITE.

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2731

A. IN 1947, 4/5 OF THE PEOPLE OF INDIA COULD NOT READ OR WRITE.

2731

*B. IN 1947, INDIA HAD MANY SERIOUS PROBLEMS.

2731

C. INDIAN FARMERS NEED TO BE TAUGHT MODERN METHODS OF FARMING.

2731

THE STUDENT WILL BE ABLE TO DISTINGUISH BETWEEN PRIMARY AND SECONDARY SOURCES ON MODERN INDIA BY CLASSIFYING EXAMPLES. #8#

0381

DIRECTIONS - CLASSIFY THE FOLLOWING SOURCES ON MODERN INDIA BY

CIRCLING THE *P* IF IT IS A PRIMARY SOURCE AND CIRCLING THE *A* IF IT IS A SECONDARY SOURCE.

THE PERSONAL DIARY OF MAHATMA GANDHI *P*	2732
A TEXTBOOK PUBLISHED ON THE HISTORY OF INDIA IN 1965 *S	2733
THE CONSTITUTION OF INDIA ADOPTED IN 1950 *P	2734
A NEWSPAPER ACCOUNT OF THE ASSASSINATION OF GANDHI *S	2735
A TAPED INTERVIEW WITH PRIME MINISTER NEHRU *P	2736
A NEWSPAPER ACCOUNT OF LAWS PASSED BY THE INDIAN PARLIAMENT *S	2737
INFORMATION RECEIVED BY TAKING A TRIP TO NEW DELHI *P	2738
A TELEVISION NEWS REPORT ON EVENTS IN PAKISTAN *S	2739

THE STUDENT WILL BE ABLE TO ANALYZE THE SITUATION OF A GIVEN GROUP OF PEOPLE BY DETERMINING PROBLEMS AND SOLUTIONS OF THE GIVEN GROUP AND SELECTING POSSIBLE SOLUTIONS FROM GIVEN CHOICES. #40	0338
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YOU ARE GIVEN THE OPPORTUNITY TO DEVELOP AN AGRICULTURAL PROGRAM IN A SECTION OF POVERTY STRICKEN INDIA. YOU ARE GIVEN A SMALL FARM OF 100 ACRES AND ARE REQUIRED TO PRODUCE ENOUGH FOOD TO FEED 10,000 PEOPLE. THE LAND IS DRY AND YOU HAVE BUT ONE OX AND A PLOW. THE PEOPLE HAVE HAD NO FORMAL SCHOOLING AND CANNOT READ. MOST OF YOUR PEOPLE ARE OF THE LOWER CASTE, OFTEN CALLED OUTCASTS.	0056
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DIRECTIONS - CIRCLE THE BEST ANSWER.

WHICH OF THE FOLLOWING THINGS WOULD YOU DO FIRST?	2297
A. TEACH THEM HOW TO READ.	2297
B. TAKE CARE OF THEIR SOCIAL PROBLEM OF BEING AN OUTCAST.	2297
C. IMPORT SOME HEAVY MACHINERY.	2297
D. SET UP AN IRRIGATION PROGRAM.	2297

INDICATE WHICH OF THE FOLLOWING CAUSES *DID NOT* AFFECT THEIR CONDITION OF HUNGER.	2298
A. TECHNOLOGICAL DISPLACEMENT	2298
B. OVER POPULATION	2298
C. PREJUDICE	2298
D. LACK OF NATURAL RESOURCES	2298
F. LACK OF EDUCATION	2298

WHICH OF THE FOLLOWING STATEMENTS IS *MOST DIFFICULT* TO PROVE TRUE OR FALSE WITH REFERENCE TO THE ABOVE PARAGRAPH?	2299
A. MANY ARE SUFFERING FROM OLD AGE.	2299
B. THEIR PROBLEM OF HUNGER WILL NEVER BE SOLVED.	2299
C. THE AREA IN WHICH THEY LIVE IS OVER POPULATED.	2299
D. THEY LACK NATURAL RESOURCES.	2299

LEARNING HOW TO READ WILL HELP THEM *MOST* BY	2300
A. HELPING THEM TO OPERATE MACHINERY.	2300
B. HELPING THEM TO PLANT CROPS.	2300

- *C. HELPING THEM TO SOLVE THEIR OWN PROBLEMS.
- D. HELPING THEM TO SELL CROPS.

2300
2300

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE RELIGIONS OF INDIA BY IDENTIFYING TERMS THAT REFER TO THE RELIGIONS OF INDIA. *50 0376

DIRECTIONS - LISTED BELOW ARE CHARACTERISTICS OF THE THREE MAJOR RELIGIONS OF INDIA. IF THE EXAMPLE IS CHARACTERISTIC OF THE HINDU RELIGION. MARK H, IF IT IS MOSLEM MARK M, IS IT IS BUDDIST MARK B. 0078

THE HOLY BOOK OF THE RELIGION IS CALLED THE KORAN *M 2710

LOVE FOR A NEIGHBOR IS ONE OF ITS TEACHINGS. *B 2711

THE CASTE SYSTEM IS PART OF ITS BELIEFS. *H 2712

PICTURES OF HUMAN FIGURES ARE FORBIDDEN IN HOLY BUILDINGS. *M 2713

ONE OF THE BELIEFS OF THE RELIGION IS REINCARNATION. *H 2714

THE STUDENT WILL ASSESS THE ADEQUANCY OF THE DATA USED TO SUPPORT CONCLUSIONS ABOUT RELIGIONS OF INDIA BY MARKING THE DATA AS ADEQUATE OR INADEQUATE. *50 0378

DIRECTIONS - EXAMINE THE LIST OF FACTS GIVEN. READ THE CONCLUSIONS DRAWN FROM THESE FACTS. IN THE BLANK BEFORE THE CONCLUSIONS, MARK *A* IF THE FACTS WERE ADEQUATE FOR THIS CONCLUSION. MARK *I* IF THE FACTS WERE INADEQUATE. 0079

FACTS

1. EIGHT MILLION INDIANS ARE CHRISTIANS.
2. THERE ARE MORE HINDUS IN INDIA THAN MEMBERS OF OTHER RELIGIONS.
3. THERE ARE MORE BUDDISTS IN INDIA THAN CHRISTIANS.

IN RANKING THE RELIGIONS OF INDIA BY THE NUMBER OF MEMBERS THE HINDUS ARE FIRST, THE BUDDISTS ARE SECOND, THE CHRISTIANS ARE THIRD. *A 2723
2723
2723

NOT ENOUGH CHRISTIAN MISSIONARIES HAVE BEEN SENT TO INDIA. *I 2724

THERE ARE MORE THAN EIGHT MILLIONS BUDDISTS IN INDIA. *A 2725

THERE ARE MORE HINDUS IN INDIA THAN MOSLEMS. *A 2726

BUDDISM IS THE BEST KNOWN RELIGION OF INDIA. *I 2727

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN 0379

RELEVANT AND NON-RELEVANT FACTS BY IDENTIFYING THE RELEVANCY OF PARAGRAPHS THAT GIVE INFORMATION ABOUT RELIGIONS OF INDIA. %3

DIRECTIONS - READ EACH OF THE FOLLOWING PARAGRAPHS AND INDICATE WHICH OF THEM WOULD HELP YOU TO FIND OUT ABOUT THE RELIGIONS OF INDIA. CIRCLE SENTENCE *A* OR *B* FOLLOWING THE PARAGRAPH.

HINDUS BELIEVE THE SOULS OF EVIL PEOPLE WILL SUFFER IN THE BODIES THEY ENTER IN THE NEXT LIFE. THE SOUL MAY ENTER THE BODY OF AN ANIMAL. A VERY BAD PERSON MAY BECOME A JACKAL.

*A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

2728
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2728

ON LAND OR WATER, PUPILS STUDY THE SAME SUBJECTS ALL OVER INDIA. THEY LEARN TO READ AND WRITE. THEY LEARN THE GEOGRAPHY AND HISTORY OF THEIR COUNTRY. WHEN THEY TACKLE ARITHMETIC, THEIR TEACHER TELLS THEM THE SYSTEM OF COUNTING NOW USED THROUGHOUT THE WORLD WAS FIRST INVENTED IN INDIA.

*A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

2729
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2729

MOSLEMS BELIEVE THAT DOING WITHOUT FOOD AND DRINK GIVES THEM A PERSON'S RELIGION IN INDIA CAN BE TOLD BY HIS FEATURES. *B STRENGTH AND COURAGE. DURING ONE MONTH THEY EAT AND DRINK ONLY AFTER SUNDOWN AND JUST BEFORE THE SUN COMES UP. MOSLEMS ALSO CELEBRATE HOLIDAYS HONORING HAPPENINGS IN THE OLD TESTAMENT.

*A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

2730
2741
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2730

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE PEOPLE, THE CLOTHING, AND THE FOOD OF INDIA BY DISTINGUISHING BETWEEN TRUE AND FALSE STATEMENTS. %8

0382

DIRECTIONS - CIRCLE THE *A* IF THE STATEMENT IS TRUE, CIRCLE THE *B* IF THE STATEMENT IS FALSE.

THE POPULATION OF INDIA IS MORE THAN TWICE THE POPULATION OF THE UNITED STATES. *A

2740
2740

THE CASTE SYSTEM IS DIFFICULT TO ABOLISH BECAUSE IT IS A RELIGIOUS BELIEF. *A

2742
2742

THE WHITE CLOTH WOUND AROUND THE WAIST OF MEN IS CALLED A DHOTI. *A

2743
2743

IN A HINDU HOME, REEF IS LIKELY TO BE SERVED. *B

2744

WHILE DINING, INDIAN'S FAMILIES SELDOM USE TABLES AND CHAIRS. *A

2745

CHAPATTIES REFER TO A TYPE OF CLOTHING WORN BY INDIAN MEN. *B

2746

MOST WOMEN IN INDIA WEAR SARIS. *A

2747

HE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY

0307

DETERMINING THE CERTAINTY OF SELECTED STATEMENTS BASED ON EVIDENCE IN THE PASSAGE. %4

DIRECTIONS - AFTER READING THE PARAGRAPH, READ EACH STATEMENT CAREFULLY. THEN DECIDE WHETHER IT IS *PROBABLY TRUE,* *PROBABLY* *FALSE,* OR THAT IT IS *IMPOSSIBLE TO SAY* WHETHER IT IS TRUE OR FALSE FROM THE INFORMATION PROVIDED IN THE PARAGRAPH.

0227

RAM IS A TOOTHLESS LITTLE MAN WHO LIVES IN A SMALL VILLAGE IN INDIA. HE IS A POOR TENANT FARMER. HE CANNOT READ OR WRITE, BUT HE IS IN NO RESPECT DIFFERENT FROM MILLIONS OF OTHERS. AT 39, HE LOOKS AND FEELS LIKE AN OLD MAN. HE AND HIS WIFE HAD SEVEN CHILDREN, BUT ONLY THREE, TWO SONS AND A DAUGHTER, ARE STILL ALIVE. BOTH OF HIS SONS ARE MARRIED AND LIVE WITH HIM. HE IS WORRIED BECAUSE HIS DAUGHTER IS NOT YET MARRIED.

RAM IS A HINDU.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

2644
2644
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2644

RAM RAISES ENOUGH CROPS TO SELL FOR A PROFIT.

- A. PROBABLY TRUE
- *B. PROBABLY FALSE
- C. CAN'T SAY

2645
2645
2645
2645

RAM GREW TIRED TRYING TO MAKE A LIVING.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

2646
2646
2646
2646

RAM HAS TO SUPPORT HIS DAUGHTER UNTIL SHE IS MARRIED.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

2647
2647
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2647

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO EVALUATE THE VALIDITY OF STATEMENTS MADE ABOUT FARMING IN INDIA BY READING A PARAGRAPH AND JUDGING THE VALIDITY OF INFERENCES MADE. %6

0383

DIRECTIONS - READ THE PARAGRAPH. READ EACH OF THE STATEMENTS FOLLOWING THE PARAGRAPH. DECIDE IF THE STATEMENTS ARE TRUE, PROBABLY TRUE, FALSE, PROBABLY FALSE, OR THAT YOU ARE UNABLE TO DECIDE FROM THE INFORMATION PROVIDED IN THE PARAGRAPH.

0081

MANY PEOPLE IN INDIA DO NOT HAVE ENOUGH TO EAT. INDIA IS A LEADING PRODUCER OF MANY FARM PRODUCTS, BUT IT ALSO HAS MANY PEOPLE TO FEED. MORE THAN 500 MILLION PEOPLE LIVE IN INDIA. MANY OF THEM DO NOT HAVE NEARLY AS MUCH FOOD AS THEY NEED. THERE ARE SEVERAL REASONS WHY MANY OF INDIA'S PEOPLE DO NOT GET ENOUGH FOOD. MILLIONS OF FARMERS HAVE SO LITTLE LAND THAT THEY CANNOT RAISE THE FOOD THAT THEY AND THEIR FAMILIES NEED. THE SIZE OF THE AVERAGE FARM IS LESS THAN FIVE ACRES. INDIAN FARMERS DO NOT USE THEIR LAND AS WELL AS THEY COULD. THEY GROW ONLY A FOURTH AS MUCH RICE ON EACH ACRE OF GROUND AS JAPANESE FARMERS AND ONLY HALF AS MUCH WHEAT AS THE FARMERS OF THE UNITED STATES. THEY LACK FERTILIZER, GOOD TOOLS, AND GOOD SEED.

MANY PEOPLE IN INDIA HAVE DISEASES CAUSED BY NOT EATING ENOUGH FOOD.

2748
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2748

- A. TRUE
- *B. PROBABLY TRUE
- C. FALSE
- D. PROBABLY FALSE
- E. CAN'T SAY

THE SIZE OF THE AVERAGE FARM IN INDIA IS LESS THAN FIVE ACRES.

2749
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2749

- *A. TRUE
- B. PROBABLY TRUE
- C. FALSE
- D. PROBABLY FALSE
- E. CAN'T SAY

THE FARM LANDS IN SOUTHERN INDIA ARE MORE FERTILE THAN THE FARM LANDS IN NORTHERN INDIA.

2750
2750
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2750

- A. TRUE
- B. PROBABLY TRUE
- C. FALSE
- D. PROBABLY FALSE
- *E. CAN'T SAY

JAPANESE FARMERS HAVE BETTER FERTILIZERS, TOOLS, AND SEEDS THAN INDIAN FARMERS.

2751
2751
2751
2751
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2751

- A. TRUE
- *B. PROBABLY TRUE
- C. FALSE
- D. PROBABLY FALSE
- E. CAN'T SAY

INDIA RANKS LOW AS A PRODUCER OF FOOD.

2752
2752
2752
2752
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2752

- A. TRUE
- B. PROBABLY TRUE
- *C. FALSE
- D. PROBABLY FALSE
- E. CAN'T SAY

THE INDIAN GOVERNMENT IS HELPING THE INDIAN FARMER.

2753
2753
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2753

- A. TRUE
- B. PROBABLY TRUE
- C. FALSE
- D. PROBABLY FALSE
- *E. CAN'T SAY

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO EVALUATE THE DIFFICULTY OF PROVING STATEMENTS ABOUT MODERN INDIA BY SELECTING ITEMS THAT WOULD BE MOST DIFFICULT TO PROVE. 340

0384

DIRECTIONS - IN EACH OF THE FOLLOWING QUESTIONS THERE IS ONE OF THE THREE STATEMENTS WHICH WOULD BE HARDER TO PROVE THAN THE OTHER TWO. CIRCLE THE LETTER OF THE STATEMENT THAT WOULD BE *MOST* DIFFICULT TO PROVE.

WHICH OF THE FOLLOWING WOULD BE THE *MOST* DIFFICULT TO PROVE

2754
2754
2754

- A. INDIA'S HUGE POPULATION CONTINUES TO GROW RAPIDLY.
- *B. NEW FARM PROGRAMS WILL SOLVE INDIA'S FOOD PROBLEM.

C. MANY NATIONS HAVE SENT MONEY TO INDIA.

2754

WHICH OF THE FOLLOWING WOULD BE THE *MOST* DIFFICULT TO PROVE

2755

*A. THE BUILDING OF MORE SCHOOLS IN INDIA WILL GREATLY INCREASE THE NUMBER OF SKILLED WORKERS.

2755

B. IN 1951, ONLY 17 PERCENT OF INDIA'S POPULATION COULD READ AND WRITE.

2755

C. NEARLY ALL OF INDIA'S HOSPITALS ARE LOCATED IN CITIES.

2755

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE

2756

A. INDIA IMPORTS MOST OF THE MANUFACTURED GOODS THAT IT USES.

2756

*B. THE PEOPLE OF INDIA LACK THE ENERGY AND ENTHUSIASM NEEDED TO IMPROVE THEIR WAY OF LIFE.

2756

C. THERE ARE MORE CATTLE IN INDIA THAN ANY OTHER NATION.

2756

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE

2757

A. ABOUT SEVEN OUT OF TEN PEOPLE IN INDIA ARE FARMERS.

2757

B. THERE ARE FOURTEEN MAJOR LANGUAGES IN INDIA.

2757

*C. MANY PEOPLE WHO SPEAK OTHER LANGUAGES DO NOT WANT TO LEARN HINDI.

2757

2757

6. NORWAY

THE STUDENT WILL SHOW KNOWLEDGE OF THE LAND AND CUSTOMS OF THE NORWEGIANS BY MATCHING RELEVANT WORDS WITH THEIR MEANINGS. 88

0407

DIRECTIONS - MATCH THE TERM WITH ITS MEANING.

94

A. UPLAND PASTURES

B. A CROOKED COAST WITH MANY BAYS AND INLETS

C. HOLIDAY JUST AFTER THE LONGEST DAY OF THE YEAR

D. A STOREHOUSE WHERE A FARMER KEEPS GRAIN, MEAT, AND CHEESE

E. A MAN WHO WORKS IN THE FOREST AND PROTECTS THE TREES

F. A YOUNG TREE

G. A LONG, NARROW BAY OF THE OCEAN WHICH REACHES INTO THE COAST

H. FAVORITE CHRISTMAS DISH MADE OF FISH

I. HOLIDAY CELEBRATING THE ADOPTION OF NORWAY'S CONSTITUTION

FJORDS *G.

2967

SAETERS *A

2968

STABOR *D

2969

FORESTER *E

2970

SAPLING *F

2971

INDEPENDENCE DAY *I

2972

ST. HAN'S DAY *C

2973

INDENTED COAST *B

2974

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE WAY CHRISTMAS IS CELEBRATED IN NORWAY BY CHOOSING THE ANSWER THAT BEST COMPLETES THE PHRASE. #408 0408

DIRECTIONS - IN EACH LIST BELOW, TELLING OF THE CUSTOMS OF CHRISTMAS IN NORWAY, FIND THE *BEST* ANSWER.

THE WOMEN BAKE ALL OF THE FOLLOWING FOR CHRISTMAS *EXCEPT* 2975
 A. COOKIES. 2975
 B. LUTFISK. 2975
 C. YULECAKE. 2975
 *D. BREADFRUIT. 2975

FINDING THE ALMOND IN THE RICE PUDDING MEANS YOU WILL 2976
 *A. HAVE GOOD LUCK. 2976
 B. HAVE A VISIT FROM ST. NICKOLAS. 2976
 C. WIN A SPECIAL PRIZE. 2976
 D. PASS THE GIFTS OUT. 2976

A LIGHT WAS LEFT BURNING IN THE WINDOW ALL NIGHT ON CHRISTMAS EVE TO 2977
 *A. SHOW ST. NICKOLAS THAT THE FAMILY IS HOME. 2977
 B. KEEP BURGLARS AWAY FROM THEIR HOUSE. 2977
 C. SHOW TRAVELERS THAT THEY ARE WELCOME. 2977
 D. KEEP BAD SPIRITS AWAY. 2977

FROM THE PHRASES BELOW, CHOOSE ONE THAT IS *NOT* A CHRISTMAS CUSTOM IN NORWAY. 2978
 A. GIFTS ARE GIVEN TO FRIENDS AND RELATIVES. 2978
 *B. EVERYONE PARADES DOWN THE MAIN STREET. 2978
 C. A FAMILY DINNER IS GIVEN WITH DELICIOUS FOOD. 2978
 D. EVERYONE DRESSES UP IN THEIR BEST CLOTHES. 2978

THE STUDENT WILL BE ABLE TO IDENTIFY AND DISTINGUISH AMONG FACT, INFERENCE, AND VALUE JUDGMENT BY CLASSIFYING EXAMPLES. #100 0411

DIRECTIONS - FROM THE LIST BELOW, DECIDE WHICH RESPONSE MAKES THE BEST IDENTIFICATION OF EACH STATEMENT. PLACE THE LETTER OF YOUR ANSWER ON THE BLANK TO THE LEFT OF EACH ITEM. 0097
 A. FACT
 B. INFERENCE
 C. VALUE JUDGMENT

AN OPINION *C 2997

A REASONED CONCLUSION *B 2998

MANY PEOPLE WORK IN THE FORESTS IN NORWAY. *A 2999

UPLAND PASTURES ARE CALLED SAETER. *A 3000

THE HOLIDAY THAT IS THE *MOST* FUN IS ST. HAN'S DAY. *C 3001

VISITORS WILL CONTINUE TO VISIT NORWAY BECAUSE OF ITS BEAUTIFUL SCENERY. *B 3002
 3002

A NORWEGIAN GIRL MIGHT BECOME A FAMOUS SKATER. *B	3003
NORWAY IS A BEAUTIFUL COUNTRY. *C	3004
INDEPENDENCE DAY IS THE 17TH OF MAY. *A	3005
BRISTLING ARE THE *BEST* OF ALL THE FISH TO EAT. *C	3006

THE STUDENT WILL BE ABLE TO SHOW HIS KNOWLEDGE OF NORWAY LONG AGO AND TODAY BY CLASSIFYING EXAMPLES OF THEIR WAY OF LIFE. #100	0412
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DIRECTIONS - CLASSIFY EACH PHRASE BELOW AS EITHER HAPPENING YEARS AGO *A* OR NOW *B* BY PLACING AN *A* OR *B* IN THE BLANK.	0098
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FISHERMEN USE ONLY ROWBOATS OR SAILS. *A	3007
--	------

ONLY GOATS GRAZE ON THE SAETER. *B	3008
------------------------------------	------

FISHERMEN-FARMERS WORK IN THE FACTORIES. *B	3009
---	------

RADIOS TELL NEWS AND WEATHER. *B	3010
----------------------------------	------

SCYTHES ARE USED ON ALL FIELDS. *A	3011
------------------------------------	------

PEOPLE SELL THE MILK. *B	3012
--------------------------	------

GOATS AND COWS GRAZE ON THE SAETER. *A	3013
--	------

TRACTORS ARE USED FOR CUTTING AND RAKING HAY ON FLAT FIELDS. *B	3014
---	------

SOME FISHERMEN HAVE MOTORBOATS. *B	3015
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MAKE BUTTER AND CHEESE AT THE SAETER. *A	3016
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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN FACT AND OPINION STATEMENTS BY CORRECTLY CATEGORIZING A GIVEN SET OF STATEMENTS. #100	0414
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DIRECTIONS - THINK ABOUT EACH SENTENCE. IF IT TELLS A FACT, CIRCLE THE *A*. IF IT TELLS SOMETHING THAT IS JUST A MATTER HOW PEOPLE THINK ABOUT IT, CIRCLE THE *B* FOR OPINION.	
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A STABOR IS A STOREHOUSE FOR GRAINS, CHEESE, AND MEAT. *A	3025
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THE FOREST ARE BEAUTIFUL IN NORWAY. *B	3026
--	------

SAPLINGS ARE YOUNG TREES. *A	3027
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THE COSTUMES, WORN ON MAY 17TH, ARE LOVELY. *B	3028
--	------

ST. HAN'S DAY IS JUST AS MUCH FUN AS INDEPENDENCE DAY. *B	3029
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THE TONGUE OF THE WHALE WEIGHS MORE THAN 3 TONS. *A	3030
---	------

BRISTLING ARE LITTLE FISH WE CALL SARDINES. *A	3031
--	------

HAY MUST BE HUNG ON LINES TO DRY OR IT WILL ROT. *A

3032

MACKEREL IS THE *BEST* FISH TO CATCH. *B

3033

SKIING IS FUN. *B

3034

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO LOCATE THE CENTRAL
IDEA BY SELECTING A TITLE FOR IT AFTER READING A GIVEN
SELECTION. #2

0415

DIRECTIONS - READ THE PARAGRAPHS BELOW AND THEN DECIDE WHICH
PHRASE WOULD BE THE *BEST* TITLE FOR PARAGRAPH. CIRCLE EITHER
A, B, OR C.

0100

SOME NORWEGIAN EATING HABITS ARE STRANGE TO AMERICANS. MOST
NORWEGIANS EAT A BREAKFAST OF SANDWICHES AND COFFEE. IN WINTER
THEIR BREAKFAST MAY INCLUDE OATMEAL AND A SPOONFUL OF COD-LIVER
OIL. AROUND NOON THEY EAT SOME MORE SANDWICHES. THEN BETWEEN FOUR
AND FIVE IN THE AFTERNOON THEY EAT THEIR MAIN MEAL. AT THIS MEAL
THEY OFTEN HAVE SOUP, MEAT OR FISH, BOILED POTATOES, AND
VEGETABLES. THIS IS SOMETIMES FOLLOWED BY COFFEE AND COOKIES
BETWEEN SIX AND SEVEN. PERHAPS THEY MAY EAT ANOTHER SMALLER MEAL
OF SANDWICHES LATER IN THE EVENING.

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A. THE SANDWICH LOVERS

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*B. THE EATING HABITS OF NORWEGIANS

3035

C. NORWEGIANS ARE DIFFERENT

3035

EVEN IN THE EARLIEST TIMES, MOST OF NORWAY'S PEOPLE LIVED ALONG
THE SEACOAST. THE RUGGED MOUNTAINS AT THEIR BACKS WERE VERY
DIFFICULT TO CROSS, BUT THE OPEN SEA STRETCHED OUT BEFORE THEM.
IT IS NOT SURPRISING THAT THEY USUALLY TRAVELED BY SEA. THE LAND
ROUTES WERE NOT, OVERLOOKED, HOWEVER, AT FIRST FOOTPATHS AND PACK-
HORSE TRAILS LINKED ONE REGION WITH ANOTHER. GRADUALLY WAGON
ROADS WERE BUILT, AND LAND TRAVEL BECAME EASIER. IN THE MIDDLE OF
THE LAST CENTURY, THE CONSTRUCTION OF RAILWAYS BEGAN.

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*A. THE DEVELOPMENT OF NORWEGIAN TRANSPORTATION

3036

B. THE WAYS NORWEGIANS TRAVEL NOW

3036

C. THE BEGINNING OF RAILROAD TRAVEL

3036

THE STUDENT WILL BE ABLE TO ANALYZE MATERIAL AND ASSUMPTIONS ON
WORLD WAR II IN NORWAY BY DETERMINING WHETHER CONCLUSIONS ARE
VALID OR INVALID. #8

0413

DIRECTIONS - AFTER READING THE ARTICLES BELOW ANALYZE THE FOLLOW-
ING STATEMENTS AND DECIDE WHETHER THEY ARE VALID OR INVALID BY
CIRCLING *A* OR *B*.

0099

WHEN WORLD WAR II BROKE OUT IN SEPTEMBER, 1939, NORWAY AT ONCE
DECLARED HER NEUTRALITY. ANXIOUS TO OBTAIN IRON-ORE AT A
NORWEGIAN PORT AND BENT ON CONQUERING NORWAY, GERMANY LAUNCHED A
SURPRISE ATTACK ON APRIL 9, 1940. THE NORWEGIAN FORCES, WITH THE
HELP OF BRITISH, FRENCH AND POLISH UNITS, FOUGHT HEROICALLY FOR
62 DAYS, LONGER THAN ANY COUNTRY OVERRUN BY THE NAZIS EXCEPT THE

U.S.S.R. THEY WERE FORCED TO GIVE UP IN JUNE WHEN THE ALLIES HAD TO TURN THEIR ATTENTION TO INVADING FRANCE.

DURING THE FIVE YEARS OF GERMAN OCCUPATION, THE NORWEGIANS CONTINUED THEIR STRUGGLE FOR FREEDOM. MANY OF THEM SECRETLY FOUGHT THE GERMAN SOLDIERS AT HOME. OTHERS ESCAPED TO FIGHT WITH THE ALLIES. MANY PEOPLE WERE KILLED. MANY NORWEGIAN BOATS SUNK, AND THOUSANDS OF HOMES BURNED BY THE GERMANS.

- A. VALID ASSUMPTION
- B. INVALID ASSUMPTION

THE NAZIS WERE WELL-LIKED IN NORWAY. *B 3017

THE ALLIES TRIED TO SAVE NORWAY FROM BEING OVERRUN BY THE GERMANS. *A 3018

THERE WAS A NORWEGIAN UNDERGROUND FIGHTING THE NAZIS. *A 3019

NORWAY WAS ALMOST IN RUINS AT THE END OF THE WAR. *A 3020

MANY NORWEGIANS FOUGHT FOR THE GERMANS. *B 3021

THE NORWEGIANS REALLY NEVER SURRENDERED. *A 3022

NORWAY AT FIRST, WAS ANXIOUS TO GET IN THE WAR. *B 3023

NORWAY WAS EXPECTING AND READY FOR THE ATTACK BY THE GERMANS. *B 3024

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE PROCESS OF CATCHING A WHALE BY ARRANGING IN CORRECT ORDER EACH STEP TO THIS PROCESS. *B 0409

DIRECTIONS -ARRANGE THE FOLLOWING STEPS OF WHALE CATCHING IN THE ORDER IN WHICH THEY ARE DONE BY PLACING THE NUMBER 1 IN THE BLANK BY THE FIRST STEP, ETC. 0095

TAGGING WITH THE EXPEDITION FLAG *4 2979

CHASING IN A CATCHING BOAT *2 2980

CUTTING OFF BLUBBER *7 2981

TOWING TO FACTORY SHIP *5 2982

SIGHTING FROM A HELICOPTER OR BOAT *1 2983

FILLING OIL TANKS OF TANKER SHIP WITH WHALE OIL *8 2984

HARPOONING AND KILLING *3 2985

HAULING ON DECK OF FACTORY SHIP *6 2986

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE USES OF WHALES BY IDENTIFYING, FROM A GIVEN LIST, SEVERAL USES. *10 0410

DIRECTIONS - MARK *A* BY THE PHRASES IN THE LIST BELOW THAT ARE USES OF DIFFERENT PARTS OF THE WHALE. MARK *B* IF THEY ARE 0096

NOT.

BLUBBER IS BOILED FOR ITS MEAT. *B	2987
OIL IS USED FOR CAR ENGINES. *B	2988
OIL IS USED FOR SOAP. *A	2989
BLUE WHALE OIL IS USED FOR COOKING. *A	2990
MEAT AND BONES ARE USED FOR CATTLE FEED. *A	2991
TEETH ARE USED FOR NECKLACES. *B	2992
OIL IS USED FOR THE SHIPS MOTORS. *B	2993
BONES ARE GROUND INTO FLOUR. *B	2994
OIL IS USED FOR SHOE POLISH. *A	2995
THE TONGUE IS USED FOR MEDICINE. *B	2996

7. PERU, BOLIVIA, AND ECUADOR

THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF PERU, BOLIVIA, AND ECUADOR BY IDENTIFYING THE LIKENESSES AND DIFFERENCES AMONG THEM. #12# 0346

DIRECTIONS - YOU ARE TO DO TWO THINGS 61

#1# ENCIRCLE *A* IF THE STATEMENT DESCRIBES A LIKENESS AMONG PERU, BOLIVIA, AND ECUADOR OR *B* IF IT DESCRIBES A DIFFERENCE.
#2# IF YOU ENCIRCLED *B*, WRITE PERU, BOLIVIA, OR ECUADOR IN THE BLANK BELOW THE STATEMENT TO TELL WHICH COUNTRY THE STATEMENT DESCRIBES.

IT CONTAINS LARGE AREAS OF MOUNTAINS. *A	2359
IT HAS *NO* SEACOAST. *B* #BOLIVIA#	2360
IT HAS LITTLE CHANGE OF TEMPERATURE FROM JUNE TO DECEMBER. *A	2361
IT HAS A HOT, WET, FORESTED LOWLAND TO THE EAST OF THE MOUNTAINS. *A	2362 2362
IT HAS A HOT, WESTERN LOWLAND WHERE BANANAS AND CACAO ARE GROWN. *B #ECUADOR#	2363 2363
IT HAS A GREAT CHANGE OF TEMPERATURE FROM DAY TO NIGHT. *A	2364
IT HAS A DESERT LOWLAND TO THE WEST WHICH CONTAINS OIL-FIELDS. *B #PERU#	2365 2365
IT HAS A FINE NATURAL HARBOR ON THE WESTERN COAST. *B #ECUADOR#	2366
ITS INHABITANTS OF THE HIGHLANDS ARE CHIEFLY INDIANS AND MESTIZOS. *A	2367 2367

IT HAS A DESERT LOWLAND WITH FIELDS OF COTTON AND SUGAR CANE. *B *PERU 2368
2368

ITS EASTERN LOWLANDS ARE THINLY POPULATED. *A 2369

IT HAS A LARGE LOWLAND ON THE EAST OF THE ANDES, BUT NONE ON THE WEST. *B *BOLIVIAN 2370
2370

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF CERTAIN LAWS OF NATURE BY IDENTIFYING FROM A LIST THOSE CORRECTLY STATED. *B 0347

DIRECTIONS - FROM YOUR STUDY OF THE CENTRAL ANDES, YOU HAVE DISCOVERED CERTAIN LAWS OF NATURE. ENCIRCLE *A* IF THE STATEMENT IS A LAW OR *B* IF IT IS NOT. 0062

THE LOWER THE ALTITUDE, THE HIGHER IS THE TEMPERATURE. *A 2371

THE LOWER THE LATITUDE, THE LONGER IS THE SUMMER. *A 2372

THE GREATER THE ELEVATION, THE HIGHER IS THE TEMPERATURE. *B 2373

THE HIGHER THE ELEVATION, THE THINNER IS THE AIR. *A 2374

THE RARER THE AIR, THE LESS HEAT IT HOLDS. *A 2375

THE HIGHER THE LATITUDE, THE LONGER IS THE WINTER. *A 2376

THE RARER THE AIR, THE MORE HEAT IT RETAINS. *B 2377

THE LOWER THE ALTITUDE, THE LOWER IS THE TEMPERATURE. *B 2378

E. VENEZUELA

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY THE CENTRAL IDEA BY SELECTING A BEST TITLE FOR IT AFTER READING A GIVEN PARAGRAPH. *1 0306

DIRECTIONS - READ THE PARAGRAPH BELOW. 0226

THE GEORGE WASHINGTON OF SOUTH AMERICA IS THE NAME GIVEN TO SIMON BOLIVAR. AS A YOUNG MAN, HE SWORE TO FREE HIS HOMELAND FROM THE RULE OF SPAIN. HE WON HIS FIRST BATTLE AGAINST THE SPANISH IN 1813, BUT SOON THEREAFTER HE WENT TO EUROPE. IN FRANCE HE MET MIRANDA, ANOTHER REVOLUTIONARY OF VENEZUELA. FILLED WITH THE IDEA OF RIDDING SOUTH AMERICA OF SPANISH RULE, HE RETURNED AND GATHERED A NEW ARMY. CROSSING THE ANDES, HE SURPRISED THE SPANISH ARMY AND DEFEATED IT IN COLOMBIA. IN 1821 HE BEAT THE SPANIARDS AGAIN AND FREED VENEZUELA.

CHOOSE THE *BEST* TITLE FOR THE ABOVE PARAGRAPH.

A. THE RULE OF THE SPANISH IN LATIN AMERICA

2643

- B. WEAPONS USED IN THE WAR OF INDEPENDENCE
 *C. THE REVOLUTIONARY CAREER OF SIMON BOLIVAR

2643
 2643

B. SWITZERLAND

THE STUDENT WILL SHOW HIS COMPREHENSION OF CLIMATE AND GEOGRAPHY IN SWITZERLAND BY CHOOSING THE EFFECTS OF THESE CONDITIONS OF SWISS LIFE. \$50

0357

DIRECTIONS. - CIRCLE THE LETTER OF THE CORRECT ANSWER.

SWITZERLAND'S SUDDEN TEMPERATURE CHANGES IN EARLY SPRING ARE DANGEROUS BECAUSE

2509

2509

A. THERE ARE MORE BLIZZARDS AT THIS TIME.

2509

B. RIVERS OVERFLOW AND FLOOD MOUNTAIN VILLAGES.

2509

*C. MELTING SNOW COMES DOWN THE MOUNTAIN IN AVALANCHES.

2509

D. CATTLE ARE UNABLE TO FIND FOOD AT THIS TIME.

2509

VILLAGES ARE BUILT ON THE SLOPES OF MOUNTAINS RATHER THAN IN VALLEYS BECAUSE

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2510

A. THE WINTERS ARE NOT AS COLD IN THE MOUNTAINS.

2510

B. THERE IS BETTER TRANSPORTATION IN THE MOUNTAINS.

2510

*C. THERE IS LESS DANGER OF FLOODING IN THE SPRING.

2510

D. IT IS EASIER TO BUILD HOUSES.

2510

IN ORDER TO KEEP THE ROOFS OF THEIR HOUSES FROM BLOWING AWAY THE SWISS

2511

2511

A. USE SLATE FOR THEIR ROOFS.

2511

B. BUILD LOW, FLAT ROOFS.

2511

C. FACE THEIR HOUSES TOWARD THE NORTH.

2511

*D. PLACE HEAVY ROCKS ON THEIR ROOFS.

2511

THE GREEN MEADOWS IN THE HIGH ALPS ARE IMPORTANT TO THE SWISS FARMER FOR

2512

2512

*A. GRAZING CATTLE.

2512

B. GROWING FRUIT TREES.

2512

C. RAISING CORN.

2512

*D. HARVESTING GRAPES.

2512

DURING THE LONG WINTERS THE SWISS FARMERS AMUSE THEMSELVES BY

2513

A. PLAYING CHECKERS.

2513

*B. CARVING WOOD.

2513

C. WRITING POETRY.

2513

D. MAKING POTTERY.

2513

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN FACT AND OPINION BY LABELING A SERIES OF STATEMENTS CONCERNING LIFE IN SWITZERLAND. \$100

0361

DIRECTIONS - READ EACH SENTENCE. IF IT TELLS A FACT, WRITE *A*. IF IT TELLS SOMETHING THAT IS JUST A MATTER OF WHAT PEOPLE THINK ABOUT IT, WRITE *B* FOR OPINION.

0070

SWITZERLAND IS THE CLEANEST COUNTRY IN EUROPE. *B	2538
CHALETS ARE BEAUTIFUL HOUSES. *B	2539
ALL THE STUDENTS IN SWITZERLAND WORK HARD. *B	2540
CARBON DIOXIDE MAKES THE HOLES IN SWISS CHEESE. *A	2541
CHOCOLATE IS THE BEST PRODUCT OF SWITZERLAND. *B	2542
POWER STATIONS HAVE BEEN BUILT TO PRODUCE ELECTRICITY. *A	2543
SWISS WATCHES ARE BETTER MADE THAN AMERICAN WATCHES. *B	2544
WOOD CARVING IS THE FAVORITE RECREATION OF THE SWISS FARMER. *B	2545
FOUR LANGUAGES ARE SPOKEN IN SWITZERLAND. *A	2546
TRAINS ARE AN IMPORTANT MEANS OF TRANSPORTATION IN SWITZERLAND. *A	2547

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF SWISS INDUSTRIES AND BUSINESSES BY LABELING A SERIES OF STATEMENTS TRUE OR FALSE. %100 0364

DIRECTIONS - READ EACH SENTENCE. IF THE SENTENCE IS TRUE, MARK *A*, IF THE SENTENCE IS FALSE, MARK *B*. 0072

DELICATE MACHINERY IS USED IN THE MAKING OF WATCHES. *A	2565
THE CHEMICAL INDUSTRIES PRODUCE DYES, DRUGS, AND PERFUMES. *A	2566
INDUSTRIES DEPEND MAINLY UPON COAL TO RUN THEIR MACHINERY. *B	2567
SWITZERLAND HAS MANY NATURAL RESOURCES FOR ITS FACTORIES. *B	2568
TECHNICAL SCHOOLS AND COLLEGES TEACH PEOPLE MANY TRADES. *A	2569
LINEN IS SPUN AND WOVEN IN A TEXTILE FACTORY. *A	2570
MORE PEOPLE WORK IN THE CHOCOLATE INDUSTRY THAN IN ANY OTHER INDUSTRY. *B	2571
MANY OF THE SWISS PRODUCTS ARE SOLD IN OTHER COUNTRIES. *A	2572
WATCHMAKING IS A VERY OLD TRADE. *A	2573
CHOCOLATE IN THE SWISS FACTORIES IS MADE BY HAND. *B	2574

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES FROM GIVEN PARAGRAPHS BY EVALUATING THE VALIDITY OF EACH STATEMENT. %40

DIRECTIONS - READ THE FOLLOWING PARAGRAPH AND THEN DECIDE WHETHER THE STATEMENTS FOLLOWING IT ARE PROBABLY TRUE, PROBABLY FALSE, OR THAT YOU ARE UNABLE TO SAY WHETHER IT IS TRUE OR FALSE FROM THE

INFORMATION PROVIDED IN THE PARAGRAPH.

WATERS FOR THE GRANDE DIXENCE POWER PROJECT ARE DRAINED FROM SOME 260 SQUARE MILES OF MOUNTAIN SLOPES. THE SLOPES ARE MORE THAN 7,000 FEET ABOVE SEA LEVEL. HALF THE SLOPES ARE COVERED WITH GLACIERS. TO CHANNEL THE WATERS, WORKERS BLASTED MORE THAN 100 MILES OF TUNNELS THROUGH SOLID MOUNTAIN.

THROUGH THE TUNNELS THE WATERS ARE LED TO A HIGH VALLEY. HERE THE SWISS HAVE MADE AN ARTIFICIAL LAKE BY BLOCKING THE END OF THE VALLEY WITH THE WORLD'S HIGHEST DAM. IT IS 922 FEET TALL.

IT TOOK MANY WORKERS TO COMPLETE THE POWER PROJECT.

- *A. PROBABLY TRUE
- *B. PROBABLY FALSE
- *C. CAN'T TELL

THE POWER PROJECT WAS FINISHED IN *ONLY* FOUR MONTHS.

- A. PROBABLY TRUE
- *B. PROBABLY FALSE
- C. CAN'T TELL

MANY POWER PROJECTS WERE BUILT DURING WORLD WAR II.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T TELL

BEFORE WORK COULD START ON THE DAM, MEN HAD TO BUILD A ROAD TO IT.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T TELL

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH RELEVANT AND NONRELEVANT DATA BY DETERMINING THE RELEVANCY OF GIVEN INFORMATION IN RELATION TO A GIVEN SITUATION. #10

THE STUDENTS OF A FOURTH GRADE ARE GIVING A PLAY ABOUT THE LIFE OF WILLIAM TELL. SINCE TELL HAD LIVED IN A CHALET, THEY WANT SOME OF THE SCENERY TO LOOK LIKE THE INSIDE OF A CHALET. THEY ARE GOING TO READ BOOKS ABOUT SWITZERLAND TO FIND THEIR ANSWER.

DIRECTIONS - READ EACH OF THE FOLLOWING PARAGRAPHS AND TELL WHICH OF THEM WOULD HELP THE STUDENTS TO FIND OUT HOW THE INSIDE OF A CHALET LOOKS.

A CHALET IS SIMPLY FURNISHED. IT HAS WOODEN CHAIRS AND A TABLE WHERE MEALS ARE SERVED AND CHILDREN DO HOMEWORK. BEDS ARE LIKELY TO BE BUNKS. THEY ARE TOPPED WITH A WARM PUFFY QUILT THAT LOOKS LIKE AN OVERSIZED PILLOW. A WOODBURNING STOVE HEATS THE SNUG CHALET IN WINTER.

- *A. THIS PARAGRAPH HELPS.
- B. THIS PARAGRAPH DOES NOT HELP.

MADE OF LOGS OR PLANKS, A CHALET MAY BE SEVERAL STORIES HIGH. IT HAS A STEEP, OVERHANGING ROOF, WHICH PROTECTS IT FROM WIND AND SNOW. THE ROOF ITSELF MAY BE PROTECTED FROM WIND BY ROWS OF HEAVY STONES. THESE KEEP IT FROM BEING RIPPED OFF.

- A. THIS PARAGRAPH HELPS.

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*B. THIS PARAGRAPH DOES NOT HELP.

2554

IN THE LARGER CITIES PEOPLE LIVE, WORK, AND DRESS IN MUCH THE SAME WAY THAT WE DO IN OUR CITIES. LONG ROWS OF GRAY STONE APARTMENT BUILDINGS HOUSE MANY SWISS CITY FOLK. PEOPLE SHOP IN THE SMALL STORES WHICH ARE FOUND ON THE FIRST FLOORS OF THESE BUILDINGS.

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A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

2555

THE FURNITURE IN MOST VILLAGE HOMES IS VERY SIMPLE. BENCHES OFTEN LINE THE WALLS IN A CORNER OF THE LIVING ROOM. THE TABLE IN FRONT OF THE BENCHES HAS MANY USES. HERE MEALS ARE SERVED, AND CHILDREN PREPARE SCHOOL LESSONS. BEDROOMS ARE FURNISHED WITH WOODEN CHESTS AND SIMPLE BEDS. IN WINTER THE PEOPLE SLEEP UNDER HUGE FEATHER COVERS THAT LOOK LIKE OVERSIZED PILLOWS. THESE BED COVERS ARE HUNG OUT THE WINDOWS IN THE SUN AND AIRED ALMOST EVERY DAY.

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A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO COMPARE THE UNITED STATES AND SWITZERLAND EDUCATIONAL SYSTEMS BY CHOOSING THE SIMILARITIES. %13

0958

DIRECTIONS - MARK THE STATEMENTS WHICH SHOW LIKENESSES OF THE U. S. AND SWITZERLAND.

0069

A. - ALIKE

B. - NOT ALIKE

CHILDREN DO *NOT* HAVE TO PAY TO ATTEND PUBLIC SCHOOLS. *A

2514

CHILDREN ENTER KINDERGARTEN WHEN THEY ARE ABOUT FIVE YEARS OLD. *A

2515

2515

READING, ARITHMETIC, AND SCIENCE ARE TAUGHT IN ELEMENTARY SCHOOL. *A

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2516

BOYS AND GIRLS *NEVER* ATTEND HIGH SCHOOL TOGETHER. *B

2517

STUDENTS MAY BECOME APPRENTICES WHEN THEY ARE FOURTEEN YEARS OLD. *B

2518

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MANY STUDENTS ATTEND UNIVERSITIES AFTER THEY FINISH HIGH SCHOOL. *A

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2519

CHILDREN STUDY THE LANGUAGE OF THE CANTON IN WHICH THEY LIVE. *B

2520

THE SCHOOL YEAR BEGINS IN THE MIDDLE OF APRIL. *B

2521

MANY SCHOOLS ARE MODERN AND HAVE LARGE PLAYGROUNDS. *A

2522

SCHOOLS ARE OPEN SIX DAYS A WEEK. *B

2523

BOYS AND GIRLS ATTEND JUNIOR HIGH SCHOOL. *B

2524

STUDENTS IN SMALL TOWNS RIDE BUSES TO SCHOOL. *B

2525

STUDENTS SPEND THREE OR FOUR YEARS IN HIGH SCHOOL. *B

2526

THE STUDENT WILL SHOW HIS KNOWLEDGE OF SWISS CELEBRATIONS BY
MATCHING A HOLIDAY WITH THE APPROPRIATE CUSTOM. 150

0360

DIRECTIONS - CIRCLE THE LETTER OF THE CORRECT CHOICE.

HUGE PAINTED LANTERNS AND FRIGHTENING MASKS ARE USED.

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- A. AUGUST 1
- *B. CARNIVAL OF BASEL
- C. CHRISTMAS
- D. TURNFEST
- E. SCHWINGFEST
- F. MEMORIAL DAY
- G. EASTER

TWO MEN WRESTLE UNTIL ONE IS PINNED TO THE GROUND.

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- A. AUGUST 1
- B. CARNIVAL OF BASEL
- C. CHRISTMAS
- D. TURNFEST
- *F. SCHWINGFEST
- F. MEMORIAL DAY
- G. EASTER

ONE MEMBER OF A FAMILY TRIES TO BREAK THE EGGS OF ANOTHER MEMBER
WITHOUT BREAKING HIS OWN.

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- A. AUGUST 1
- B. CARNIVAL OF BASEL
- C. CHRISTMAS
- D. TURNFEST
- E. SCHWINGFEST
- F. MEMORIAL DAY
- *G. EASTER

FIRES ARE SET ON MOUNTAINS TO CELEBRATE SWISS INDEPENDENCE.

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- *A. AUGUST 1
- B. CARNIVAL OF BASEL
- C. CHRISTMAS
- D. TURNFEST
- E. SCHWINGFEST
- F. MEMORIAL DAY
- G. EASTER

CHILDREN ARE GIVEN BAGS OF FRUITS AND NUTS.

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- A. AUGUST 1
- B. CARNIVAL OF BASEL
- *C. CHRISTMAS
- D. TURNFEST
- E. SCHWINGFEST
- F. MEMORIAL DAY
- G. EASTER

9. UNITED STATES

A. ALASKA

THE PUPIL SHOWS HIS KNOWLEDGE OF THE MAIN CHARACTERISTICS OF ALASKA BY SELECTING SOME IMPORTANT FACTS ABOUT IT FROM GIVEN ALTERNATIVES. \$100

0245

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

AMONG THE STATES OF THE UNITED STATES, ALASKA'S RANK ACCORDING TO SIZE \$SQUARE MILES\$ IS

- *A. 1ST.
- B. 25TH.
- C. 50TH.
- D. NONE OF THE ABOVE

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AMONG THE 50 STATES IN POPULATION FROM LOWEST NUMBER OF PEOPLE TO HIGHEST, ALASKA RANKS *

- A. 1ST
- B. 2ND
- *C. 50TH
- D. NONE OF THE ABOVE

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ALASKA WAS THE * STATE TO BE ADMITTED TO THE UNITED STATES

- *A. 1ST
- B. 2ND
- *C. 49TH
- D. 50TH

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THE LEAST VALUABLE INDUSTRY IN ALASKA IS

- *A. FARMING.
- B. FISHING.
- C. FORESTRY.
- D. MINING.

2301122
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THE MOST PROFITABLE INDUSTRY IN ALASKA TODAY IS

- A. FISHING.
- *B. TIMBER HARVESTING.
- C. COAL MINING.
- D. DAIRY PRODUCTS.

2301123
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THE MOST IMPORTANT MEANS OF TRANSPORTATION IN ALASKA TODAY IS

- A. RAILROAD.
- B. AUTOMOBILE.
- *C. AIRPLANE.
- D. DOG SLED.

2301124
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THE CAPITAL OF ALASKA IS

- A. KETCHIKAN.
- *B. JUNEAU.
- C. ANCHORAGE.
- D. FAIRBANKS.

2301125
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2301125

THE ONLY CITY IN ALASKA WITH A POPULATION OVER 20,000 IS

2301126

- A. JUNEAU.
- *B. ANCHORAGE.
- C. FAIRBANKS.
- D. NONE OF THE ABOVE

2301126
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ALASKA IS NOT AN IMPORTANT FARMING STATE BECAUSE

- A. THE LAND IS TOO RUGGED FOR FARMING.
- B. MANY AREAS ARE COVERED WITH DENSE FORESTS.
- C. GENERALLY, THE GROWING IS LESS THAN FOUR MONTHS.
- *D. ALL OF THE ABOVE

2301127
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MOST OF THE TIMBER FROM ALASKA'S FORESTS IS USED FOR

- A. SHIPBUILDING.
- B. PRODUCING HYDROELECTRIC POWER.
- *C. MAKING PRODUCTS LIKE PAPER AND RAYON.
- D. BUILDING ROADS.

2301128
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THE PUPIL WILL INDICATE HIS KNOWLEDGE OF THE GEOGRAPHIC LOCATION OF ALASKA AND ITS MAIN GEOGRAPHIC FEATURES BY SELECTING THEM FROM A LIST. 880

0246

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

ALASKA IS BORDERED BY

- *A. THE ARCTIC AND THE PACIFIC OCEAN.
- B. THE BERING SEA AND THE ATLANTIC OCEAN.
- C. THE PACIFIC OCEAN AND THE ATLANTIC OCEAN.
- D. THE PACIFIC OCEAN AND THE HUDSON BAY.

2301129
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A *LONGITUDE* LINE RUNNING THROUGH ALASKA WOULD BE

- A. 90 DEGREES E.
- B. 150 DEGREES E.
- *C. 150 DEGREES W.
- D. 60 DEGREES W.

2301130
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A *LATITUDE* LINE RUNNING THROUGH ALASKA WOULD BE

- *A. 60 DEGREES N.
- B. 42 DEGREES N.
- C. 150 DEGREES N.
- D. 60 DEGREES S.

2301131
2301131
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2301131

THE CENTRAL PART OF ALASKA'S MAINLAND LIES ABOUT * MILES SOUTH OF THE NORTH POLE.

- A. 2500
- B. 900
- C. 500
- *D. 1800

2301132
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THE SOVIET UNION IS * OF ALASKA.

- A. NORTH
- B. SOUTH
- C. EAST
- *D. WEST

2301133
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IF ARCTIC CIRCLE, AN IMAGINARY LINE 1600 MILES FROM THE NORTH POLE, CROSSES THE

2301134
2301134

- A. NORTHERN TIP OF ALASKA'S MAINLAND.
- *B. MIDDLE OF ALASKA'S MAINLAND.
- C. THE ALASKAN PANHANDLE.
- D. THE ALEUTIANS AND THE ALASKA PENNINSULA.

2301134
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2301134

ALASKA LIES TO THE * * OF CHICAGO.

- A. NORTHEAST
- B. SOUTHEAST
- *C. NORTHWEST
- D. SOUTHWEST

2301135
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THE STUDENT WILL SHOW KNOWLEDGE OF THE CLIMATE OF ALASKA BY SELECTING THE REGION WHICH EXEMPLIFIES THE CLIMATIC CONDITIONS FROM A LIST OF GIVEN ALTERNATIVES. 89

0250

MATCH THE REGION WITH THE CLIMATIC CONDITIONS BY PLACING THE PROPER LETTER ON THE BLANK BESIDE THE NUMBER.

0018

TOO COLD FOR TREES TO GROW

2301152
2301152
2301152
2301152

- *A. ARCTIC SLOPE
- B. CENTRAL PLATEAU
- C. PACIFIC MOUNTAINS

SEASONS ARE MORE EXTREME THAN IN OTHER PARTS OF ALASKA

2301153
2301153
2301153
2301153

- A. ARCTIC SLOPE
- *B. CENTRAL PLATEAU
- C. PACIFIC MOUNTAINS

RAINFALL IS HEAVIER THAN IN OTHER PARTS OF ALASKA

2301154
2301154
2301154
2301154

- A. ARCTIC SLOPE
- B. CENTRAL PLATEAU
- *C. PACIFIC MOUNTAINS

MILD OCEAN WINDS ARE PREVENTED FROM REACHING FAR INLAND

2301155
2301155
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2301155

- A. ARCTIC SLOPE
- B. CENTRAL PLATEAU
- *C. PACIFIC MOUNTAINS

WEATHER ALMOST NEVER VERY WARM

2301157
2301157
2301157
2301157

- *A. ARCTIC SLOPE
- B. CENTRAL PLATEAU
- C. PACIFIC MOUNTAINS

SUMMER DAYS OFTEN VERY HOT WITH TEMPERATURE ABOVE 80 DEGREES

2301158
2301158
2301158
2301158

- A. ARCTIC SLOPE
- *B. CENTRAL PLATEAU
- C. PACIFIC MOUNTAINS

SNOWFALL IS LIGHT

2301159
2301159
2301159
2301159

- A. ARCTIC SLOPE
- B. CENTRAL PLATEAU
- *C. PACIFIC MOUNTAINS

MILDER WINTERS THAN IN OTHER PARTS OF ALASKA

2301160
2301160
2301160
2301160

- A. ARCTIC SLOPE
- B. CENTRAL PLATEAU
- *C. PACIFIC MOUNTAINS

SUMMERS ARE GENERALLY COOL

- A. ARCTIC SLOPE
- B. CENTRAL PLATEAU
- *C. PACIFIC MOUNTAINS

2301161
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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE CHANGES IN POPULATION OF ALASKA AND WHERE SELECTED GROUPS OF PEOPLE LIVE BY IDENTIFYING THE CORRECT FACTS FROM A GIVEN LIST. 980

0252

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

THE NUMBER OF PEOPLE WHO MAKE THEIR HOMES IN ALASKA IS AROUND

- *A. ONE-QUARTER MILLION.
- B. ONE MILLION.
- C. TEN MILLION.

2301163
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THE PERCENTAGE OF WHITE PEOPLE IN ALASKA IS

- A. 25%.
- B. 50%.
- *C. 75%.

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SINCE 1950 ALASKA'S POPULATION HAS

- *A. MORE THAN DOUBLED.
- B. REMAINED THE SAME.
- C. REDUCED TO ONE-HALF.

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ABOUT ONE-FOURTH OF ALASKA'S POPULATION IS

- A. ALEUT.
- B. ESKIMO.
- C. INDIAN.
- *D. ALL OF THE ABOVE.

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THE ALEUTS LIVE ON THE

- A. ALEUTIAN ISLAND.
- B. PRIBILOF ISLAND.
- C. ALASKA PENINSULA.
- *D. ALL OF THE ABOVE

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MOST OF THE INDIANS OF ALASKA LIVE ON THE

- *A. PANHANDLE OR REGION KNOWN AS THE VAST INTERIOR.
- B. COAST OF THE ARCTIC OCEAN AND THE BERING SEA.
- C. PRIBILOF ISLANDS AND THE ALASKA PENINSULAS.

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THE ESKIMOS LIVE MOSTLY

- A. ON THE PRIBILOF ISLANDS AND THE ALASKA PENINSULA.
- *B. NEAR THE ARCTIC OCEAN AND THE BERING SEA.
- C. IN THE PANHANDLE AND THE VAST INTERIOR.

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THE CENTRAL PLATEAU IS A LAND OF LOW MOUNTAINS, ROLLING HILLS, AND BROAD RIVER VALLEYS, YET FEW PEOPLE LIVE HERE BECAUSE IT

- *A. HAS MORE EXTREME SEASONS.
- B. HASN'T BEEN EXPLORED.
- C. IT IS DIFFICULT TO GET TO.

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THE PUPIL WILL SHOW HIS KNOWLEDGE OF INDUSTRIES OR OCCUPATIONS OF CERTAIN AREAS IN ALASKA BY SELECTING THE CORRECT LOCATION OR DESCRIPTION OF IT FROM A GIVEN LIST. 850

0254

DIRECTIONS-- MATCH THE OCCUPATION WITH THE LOCATION WHERE IT MAINLY CARRIED ON. CIRCLE THE LETTER OF YOUR CHOICE.

0019

LUMBERING

- A. MATANUSKA VALLEY
- B. KENAI PENINSULA
- C. POINT BARROW
- *D. FAIRBANKS
- E. PANHANDLE

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REINDEER HUNTING

- A. MATANUSKA VALLEY
- B. KENAI PENINSULA
- *C. POINT BARROW
- D. FAIRBANKS
- E. PANHANDLE

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FARMING

- *A. MATANUSKA VALLEY
- B. KENAI PENINSULA
- C. POINT BARROW
- D. FAIRBANKS
- E. PANHANDLE

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OIL REFINING

- A. MATANUSKA VALLEY
- *B. KENAI PENINSULA
- C. POINT BARROW
- D. FAIRBANKS
- E. PANHANDLE

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COAL MINING

- A. MATANUSKA VALLEY
- B. KENAI PENINSULA
- C. POINT BARROW
- *D. FAIRBANKS
- F. PANHANDLE

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF AGRICULTURAL CONDITIONS IN ALASKA BY SELECTING FACTS ABOUT FARMING IN ALASKA FROM GIVEN ALTERNATIVES. 840

0255

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

ALL ALASKA HAS FEWER THAN *

* FARMS.

- A. 50
- *B. 500
- C. 5,000
- D. 50,000

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ALASKA PRODUCES *

* OF THE FOOD ITS PEOPLE NEEDS.

- A. NONE
- *B. ONE-TENTH

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- C. ONE-HALF
- D. ALL

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ALASKA'S MOST IMPORTANT FARMING AREA IS IN THE

- A. KUSKOKWIM VALLEY.
- B. CHANDALAR VALLEY.
- *C. MATANUSKA VALLEY.
- D. MEADE VALLEY.

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AGRICULTURE IN ALASKA IS CHARACTERIZED BY

- A. A SHORT GROWING SEASON.
- B. RAPID GROWTH OF PRODUCE.
- C. ENORMOUS SIZE OF PRODUCE.
- *D. ALL OF THE ABOVE

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF TRANSPORTATION IN ALASKA, BY SELECTING THE FORM OF TRANSPORTATION WHICH FITS BEST THE LOCATION, AND MATCHING THE LOCATION. 858

0256

MATCH THE FORM OF TRANSPORTATION WITH THE LOCATION BY PLACING THE PROPER LETTER ON THE LINE OPPOSITE THE NUMBER.

0020

OCEAN SHIP

- A. EDMONTON TO DAWSON CREEK
- B. POINT BARROW
- *C. INSIDE PASSAGE
- D. UNIMAK ISLAND TO UNALASKA ISLAND

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AIRPLANE

- A. EDMONTON TO DAWSON CREEK
- B. POINT BARROW
- C. INSIDE PASSAGE
- *D. UNIMAK ISLAND TO UNALASKA ISLAND

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SKIN CANOE

- A. EDMONTON TO DAWSON CREEK
- *B. POINT BARROW
- C. INSIDE PASSAGE
- D. UNIMAK ISLAND TO UNALASKA ISLAND

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AUTOMOBILE

- *A. EDMONTON TO DAWSON CREEK
- B. POINT BARROW
- C. INSIDE PASSAGE
- D. UNIMAK ISLAND TO UNALASKA ISLAND

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SNOW SLED

- A. EDMONTON TO DAWSON CREEK
- *B. POINT BARROW
- C. INSIDE PASSAGE
- D. UNIMAK ISLAND TO UNALASKA ISLAND

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A. HAWAII

GIVEN A LIST OF FACTS, THE STUDENT WILL BE ABLE TO ASSESS INFORMATION BY CLASSIFYING CONCLUSIONS AS BEING EITHER VALID OR INVALID. *B*

0399

DIRECTIONS - FROM THE INFORMATION GIVEN, DECIDE WHICH RESPONSE FROM THE LIST BELOW MAKES THE BEST JUDGMENT OF THE CONCLUSION.

0093

BACKGROUND INFORMATION -

YOU WERE AN EXPLORER DURING THE LATE 1700'S. YOU LANDED ON ONE OF THE SMALL ISLANDS IN THE HAWAIIAN CHAIN. THE ISLAND WAS DESERTED BUT YOU FOUND PIECES OF TAPA CLOTH, A BRIGHT FEATHER HEADDRESS, AND A BRITISH COIN IN ONE OF THE HUTS.

A. VALID, ENOUGH INFORMATION

B. INVALID, ENOUGH INFORMATION

C. INVALID, NOT ENOUGH INFORMATION

THE ISLAND WAS GOVERNED BY A CHIEF OR RULER. *A

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A WRITTEN FORM OF LANGUAGE EXISTED. *A

2909

THE PEOPLE DEVELOPED SKILLS. *A

2910

A WAR HAD BEEN FOUGHT HERE. *C

2911

THE VILLAGERS USED THE TAPA CLOTH FOR FLOOR COVERINGS. *B

2912

THE BRITISH HAD VISITED THE ISLANDS. *A

2913

BEAUTIFUL BIRDS WERE IN THE SURROUNDING AREA. *A

2914

THE VILLAGERS LEFT BECAUSE OF THE VOLCANO. *C

2915

ASSUMING THAT KAMEHAMEHA HAD NOT UNITED THE HAWAIIAN ISLANDS, THE STUDENT CAN PREDICT WHAT MIGHT HAVE HAPPENED TO THE ISLANDS BY IDENTIFYING STATEMENTS AS POSSIBLE OR IMPOSSIBLE OUTCOMES. *B*

0400

DIRECTIONS - IMAGINE THAT KAMEHAMEHA HAD NOT BEEN ABLE TO UNITE THE HAWAIIAN ISLANDS. SOME OF THE STATEMENTS BELOW ARE POSSIBLE OUTCOMES AND SOME ARE NOT. MARK *A* BY THE STATEMENT IF IT COULD HAVE HAPPENED AND *B* IF IT PROBABLY WOULD *NOT* HAVE HAPPENED.

THERE MIGHT HAVE BEEN MANY MORE WARS BETWEEN THE ISLANDS. *A*

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HAWAII MIGHT *NEVER* HAVE BECOME A STATE. *A

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ALL OF THE ISLANDERS WOULD HAVE DIED INTO EXTINCTION. *B

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THE ISLANDS WOULD BE MUCH MORE POPULAR FOR TOURISTS THAN THEY ARE TODAY. *B

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THE ISLANDS WOULD *NOT* BE AS PROGRESSIVE IN ANY WAY AS THEY ARE TODAY. *A

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EVERY ISLAND WOULD CONTINUE TO HAVE ITS OWN KING. *A

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THERE WOULD BE MORE SCHOOLS AND UNIVERSITIES IN THE ISLANDS. *B

2922

MANY PEOPLE WOULD STILL BE SPEAKING THE HAWAIIAN LANGUAGE. *A

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THE STUDENT WILL SHOW HIS KNOWLEDGE OF HAWAIIAN HISTORY BY CHOOSING THE RESPONSE THAT BEST COMPLETES THE SENTENCE. #140

0403

DIRECTIONS - COMPLETE EACH ITEM BY SELECTING THE CORRECT ANSWER. CIRCLE THE LETTER OF YOUR CHOICE.

IN 1778, THE EXPLORER WHO CAME TO THE HAWAIIAN ISLANDS WAS

- A. KAMEHAMEHA.
- B. EARL OF SANDWICH.
- *C. CAPT. COOK.
- D. ADMIRAL DWIGHT.

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WHEN THIS EXPLORER RETURNED, THE ISLANDERS THOUGHT HE WAS THEIR GREAT GOD

- *A. LONO.
- B. PELE.
- C. KEALAKEKUA.
- D. KAMEHAMEHA.

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THE EUROPEANS BROUGHT ALL OF THE FOLLOWING TO THE ISLAND *EXCEPT*

- A. CATTLE.
- B. ORANGE TREES.
- C. DISEASES.
- *D. SANDALWOOD.

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WHEN HE FOUND HAWAII, THE EXPLORER HAD BEEN SEARCHING FOR

- A. BEAUTIFUL ISLANDS WITH GOLD.
- *B. A WATERWAY BETWEEN ATLANTIC AND PACIFIC OCEANS.
- C. THE SHORTEST ROUTE AROUND THE WORLD.
- D. ITEMS LIKE SANDALWOOD TO BUY AND TRADE.

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IN 1810, WHO UNITED *ALL* OF THE HAWAIIAN ISLANDS AND BECAME KINGO

- A. COOK
- *B. KAMEHAMEHA
- C. MAAHUMANU
- D. LIHOLINO

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PEOPLE FIRST BECAME INTERESTED IN THE HAWAIIANS THROUGH A LITTLE BOY NAMED

- A. DWIGHT.
- B. KALAKAUA
- C. DANIEL
- *D. OPIKAHAIA

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AT THAT TIME, THE HAWAIIANS BELIEVED IN GODS AND HAD STRICT RULES CALLED

- A. KAHANAS.
- *B. KAPUS.
- C. KIMANOS.
- D. KYKIJI.

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ONE OF THE STRICT RULES ORDERED THAT WOMEN MUST *NOT*

- A. WEAR SHORT CLOTHES.
- B. SEE A VOLCANO.

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- *C. EAT WITH MEN.
- D. READ OR WRITE.

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THE MISSIONARIES BROUGHT ALL OF THE FOLLOWING *EXCEPT*

- A. BOOKS.
- *B. CHURCHES.
- C. DEMOCRACY.
- *D. CANOES.

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THE HAWAIIANS AT FIRST REFUSED TO WORK IN THE SUGAR CANE FIELDS BECAUSE OF ALL OF THE FOLLOWING REASONS *EXCEPT*

- A. MANY OF THEM WERE SICK FROM THE NEW DISEASES BROUGHT BY THE WHITE MEN.
- B. ALL THEY WANTED WAS ENOUGH TO EAT AND WEAR.
- *C. THEY COULD MAKE BETTER MONEY WORKING IN THE FACTORIES.
- D. THEY DID NOT WANT TO WORK IN THE HOT SUN ALL DAY FOR THINGS THEY DIDN'T NEED.

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QUEEN LILIUOKALANI, HAWAII'S LAST QUEEN, WAS A VERY TALENTED WOMAN. SHE WAS KNOWN AS ALL OF THE FOLLOWING *EXCEPT*

- A. LEADER.
- B. SINGER.
- *C. SWIMMER.
- D. POET.

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HAWAII PLANTERS WANTED TO BECOME PART OF THE UNITED STATES FOR ALL OF THE FOLLOWING REASONS *EXCEPT*

- *A. THE U. S. PROVIDED SHIPS FOR TRANSPORTING SUGAR.
- B. NEW U. S. LAWS MADE IT HARD TO SELL SUGAR TO THE U. S.
- C. HAWAIIAN PLANTERS WERE PRODUCING MORE SUGAR THAN THEY COULD SELL.
- D. WORKERS WERE NOT PAID AND NO ONE HAD MONEY TO SPEND.

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CONGRESS VOTED TO MAKE HAWAII A TERRITORY OF THE U.S. IN

- A. 1776.
- B. 1778.
- *C. 1898.
- D. 1818.

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ON DECEMBER 7, 1941, SOMETHING HAPPENED WHICH GAVE THE PEOPLE OF HAWAII AN OPPORTUNITY TO SHOW WHAT LOYAL CITIZENS THEY WERE. WHAT WAS IT?

- A. HAWAII BECAME A STATE.
- *B. THE JAPANESE ATTACKED PEARL HARBOR.
- C. THE GERMANS ATTACKED PEARL HARBOR.
- D. HAWAIIANS VOTED WHETHER OR NOT TO ENTER THE WAR.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ASSESS ASSUMPTIONS BY IDENTIFYING THEIR VALIDITY AFTER READING A SELECTION ON HAWAIIAN HISTORY. 25

0404

DIRECTIONS - CAREFULLY READ THE FOLLOWING PARAGRAPH AND EACH OF THE STATEMENTS BELOW IT. THEN DECIDE WHETHER THE STATEMENT IS PROBABLY TRUE, PROBABLY FALSE, OR THAT YOU ARE UNABLE TO SAY WHETHER IT IS TRUE OR FALSE FROM THE INFORMATION PROVIDED IN THE PARAGRAPH. CIRCLE YOUR ANSWER.

SPANISH, DUTCH, OR JAPANESE EXPLORERS MAY HAVE STOPPED AT THE HAWAIIAN ISLANDS AS EARLY AS THE 1500'S. BUT THE REST OF THE WORLD DID NOT HEAR OF THE ISLANDS UNTIL CAPT. JAMES COOK OF THE BRITISH NAVY DISCOVERED THEM ON JANUARY 18, 1778.

BEFORE THE 1500'S NO EXPLORERS CAME TO THE HAWAIIAN ISLANDS.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

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THE DUTCH EXPLORERS STOPPED THERE IN 1640.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

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CAPT. COOK WAS THE FIRST PERSON TO TELL OTHER PEOPLE ABOUT THESE ISLANDS.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

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THE FIRST EXPLORER TO DISCOVER THE ISLANDS NAMED THEM HAWAII.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

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CAPTAIN COOK ARRIVED IN 1778 ON A FREIGHTER.

- A. PROBABLY TRUE
- *B. PROBABLY FALSE
- C. CAN'T SAY

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO LOCATE THE MAIN IDEA BY SELECTING IT AFTER READING PASSAGES ON HAWAII. #30

0405

DIRECTIONS - READ THE PARAGRAPHS BELOW. CHOOSE THE MAIN IDEA THAT COMES FROM EACH PARAGRAPH BY CIRCLING THE LETTER OF THE *BEST* ANSWER.

ONE ANIMAL THAT HAWAII DOES NOT HAVE IS THE SNAKE. THEY ARE FORBIDDEN BY LAW, EVEN FOR EXHIBITION PURPOSES. THE BAGGAGE AND FREIGHT INSPECTORS ARE CHARGED WITH THE DUTY OF KEEPING HAWAII SNAKE-FREE. IF ONE OF THE REPTILES IS FOUND, IT IS IMMEDIATELY PUT TO DEATH.

- A. THE EXHIBITIONS CANNOT HAVE LIVE SNAKES.
- *B. THE STATE OF HAWAII FORBIDS SNAKES ON THE ISLANDS.
- C. SNAKES ARE KILLED WHEN FOUND.

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HAWAII HAS THE LARGEST CITY IN THE UNITED STATES, NOT IN POPULATION BUT IN TOTAL AREA. THE CAPITAL CITY OF HONOLULU, ON THE ISLAND OF OAHU, ACTUALLY STRETCHES ALMOST 1400 MILES-NORTH-EAST TO KURE ISLAND AND INCLUDES MANY SMALL ISLANDS.

- *A. HONOLULU IS THE LARGEST CITY IN TOTAL AREA IN THE U. S.
- B. HONOLULU IS ON THE ISLAND OF OAHU.
- C. HONOLULU IS THE CAPITAL OF THE STATE OF HAWAII.

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ACCORDING TO A POLYNESIAN TALE, THE ISLANDS OF HAWAII WERE CREATED BY A YOUNG BOY WITH A MAGIC FISHHOOK. MAUI WAS THE YOUNG BOY. HE HAD VISITED THE UNDERWORLD AND OBTAINED A HUMAN JAWBONE

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IN ORDER TO MAKE A FISHHOOK. HE ASKED HIS OLDER BROTHERS TO TAKE HIM FISHING. THEY DID AND WHEN THE CANOE WAS IN THE DEEP WATERS, MAUI BAITED HIS HOOK WITH A SACRED BIRD AND THREW IT TO THE OLD-MAN-AT-THE-BOTTOM-OF-THE-SEA. SUDDENLY, SOMETHING PULLED THE HOOK AND EVERYONE PULLED AND TUGGED AT THE LINE. AT LAST, THE BOYS HELPED MAUI PULL UP THE STRANGE CATCH. IT WAS NOT A FISH AT ALL. INSTEAD MAUI HAD PULLED UP A BEAUTIFUL GREEN ISLAND, COMPLETE WITH LUSH VALLEYS, GLISTENING REACHES, BRIGHT-COLORED FLOWERS AND RAINBOW MISTS.

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- A. MAUI HAD VISITED THE UNDERWORLD AND OBTAINED A FISHHOOK.
- B. MAUI AND HIS BROTHERS WERE VERY SUCCESSFUL FISHERMEN.
- *C. THE HAWAIIAN ISLANDS WERE CREATED BY A MAGIC FISHHOOK.

THE PUPIL SHOWS HIS KNOWLEDGE OF THE GEOGRAPHY OF HAWAII BY IDENTIFYING IMPORTANT FACTS ABOUT IT FROM A GIVEN LIST. \$10m

0257

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

AMONG THE STATES OF THE UNITED STATES, HAWAII'S RANK ACCORDING TO AREA \$FROM SMALLEST TO LARGEST\$ IS

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- A. 50TH.
- B. 47TH.
- *C. 1ST.
- D. 5TH.

AMONG THE 50 STATES HAWAII'S POPULATION \$718,000\$ RANKS

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- A. HIGHEST.
- *B. LOWEST.
- C. ABOUT MIDWAY BETWEEN HIGHEST AND LOWEST.

THE LEADING INDUSTRY IN HAWAII IS

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- A. FARMING.
- *B. MANUFACTURING.
- C. MINING.
- D. FISHING.

THE MOST IMPORTANT INDUSTRIES IN HAWAII ARE RELATED TO

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- *A. FOOD AND FOOD PRODUCTS.
- B. PRINTING AND PUBLISHING.
- C. STONE, CLAY AND GLASS PRODUCTS.
- D. NONE OF THE ABOVE

THE LARGEST OF THE EIGHT MAIN ISLANDS \$ACCORDING TO AREA\$ OF HAWAII IS

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- A. OAHU.
- *B. HAWAII.
- C. MAUI.
- D. MOLAKAI.

THE ISLAND OF HAWAII WITH THE MOST POPULATION IS

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- A. MOLAKAI.
- B. HAWAII.
- C. MAUI.
- *D. OAHU.

THE MAIN CROP OF THE HAWAIIAN ISLANDS IS
A. PINEAPPLES.

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- *B. SUGAR CANE.
- C. COFFEE.
- D. TARO.

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HAWAII'S MOST IMPORTANT NATURAL RESOURCE IS ITS

- *A. WARM CLIMATE.
- B. FARM PRODUCTS.
- C. FISH.
- D. MINERALS.

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THE FIRST PEOPLE TO LIVE IN HAWAII WERE

- A. ALEUTIANS.
- *B. AMERICANS.
- C. JAPANESE.
- *D. POLYNESIANS.

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HONOLULU, THE CAPITAL CITY OF HAWAII, IS LOCATED ON THE ISLAND
OF

- A. MOLOKAI.
- B. HAWAII.
- *C. OAHU.
- D. MAUI.

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THE STUDENT WILL BE ABLE TO IDENTIFY DIFFERENT ASPECTS OF THE
LIVES OF HAWAIIANS AND OTHER PACIFIC ISLANDERS BY SELECTING THE
ITEM *NOT* TYPICAL. 88

0401

DIRECTIONS - SELECT THE RESPONSE WHICH BEST COMPLETES THE
STATEMENT BY CIRCLING ITS LETTER.

HAWAIIANS TODAY USE ALL THE FOLLOWING FOR TRANSPORTATION *EXCEPT* THE

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- A. AIRPLANE.
- *B. COMMUTER TRAIN.
- C. SHIP.
- D. CAR.

THE ISLANDERS ON ORET AND KARAS ISLAND USE ALL OF THE FOLLOWING
FOR THEIR HOUSES *EXCEPT*

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- A. CRUSHED CORAL.
- B. GRASS.
- *C. BRICK.
- D. THATCH.

A TYPICAL HAWAIIAN TODAY WOULD WEAR ALL OF THE FOLLOWING *EXCEPT*

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- A. MUMIUS MADE FROM BRIGHT CLOTH.
- *B. LOINCLOTH MADE FROM BARK.
- C. LEIS OF FLOWERS OR SHELLS.
- D. SUITS AND DRESSES LIKE WE WEAR.

THE ISLANDERS ON ORET AND KARAS ISLAND EAT ALL OF THE FOLLOWING
EXCEPT

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- *A. REEF.
- B. OCTOPUS.
- C. TARO ROOT.
- D. BREADFRUIT.

TYPICAL HAWAIIAN FOOD WOULD BE ALL THE FOLLOWING *EXCEPT*

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- A. ROAST PORK.

- A. POI.
- *C. TACOS.
- D. SWEET POTATOES.

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THE HAWAIIANS TODAY GROW ALL OF THE FOLLOWING *EXCEPT*

- A. PINEAPPLE.
- B. SUGAR CANE.
- C. MACADEMIA NUTS.
- *D. WHEAT.

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THE ISLANDERS FROM ORET AND KARAS ISLAND EXPORT ALL OF THE FOLLOWING *EXCEPT*

- *A. KNIVES.
- B. COPRA.
- C. MATS.
- D. BASKETS.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN FACT AND OPINION STATEMENTS ON THE PACIFIC ISLANDS BY CATEGORIZING A GIVEN SET OF STATEMENTS. %86

0402

DIRECTIONS - THINK ABOUT EACH SENTENCE. IF IT TELLS A FACT, CIRCLE *A*. IF IT TELLS SOMETHING THAT IS JUST A MATTER HOW PEOPLE THINK ABOUT IT, CIRCLE THE *B*.

THE REEF MADE BY TINY SEA ANIMALS IS CALLED CORAL. *A

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ORET LOVED COCONUTS. *B

2932

ORET ATE THE COOKED BREADFRUIT EVERYDAY. *A

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COCONUT PALMS DO *NOT* GROW IN SOME PLACES. *A

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THE ISLAND CHILDREN ARE BEAUTIFUL CHILDREN. *B

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ORET'S TREE WAS THE *BEST* ONE. *B

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THE DRIED MEAT OF THE COCONUT IS CALLED COPRA. *A

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COPRA TASTES GOOD. *B

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THE STUDENT WILL SHOW HIS FAMILIARITY WITH THE GEOGRAPHY OF THE HAWAIIAN ISLANDS BY IDENTIFYING THE ISLANDS AND THEIR MAIN CITIES FROM A GIVEN DESCRIPTION. %86

0392

DIRECTIONS - IDENTIFY EACH ISLAND AND CITY IN THE HAWAIIAN CHAIN BY CHOOSING IT FROM THE LIST BELOW. PLACE THE ISLAND OR CITY IN THE BLANK BESIDE ITS DESCRIPTION. SOME WORDS WILL NOT BE USED.

0087

- A. MAUI
- B. HAWAII
- C. HONOLULU
- D. LIHUE
- E. HILO
- F. NIIHAU
- G. MOLOKAI

H. KAUAI
I. LOHINA

THIS ISLAND LIES AT THE EXTREME SOUTHEASTERN END OF THE HAWAIIAN CHAIN. IT IS THE LARGEST ISLAND AND STILL HAS ACTIVE VOLCANOES. *B

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THE ROBINSON FAMILY OWNS THIS ISLAND, LOCATED WEST OF KAUAI. ONLY PURE HAWAIIANS LIVE THERE AND VERY FEW VISITORS ARE ALLOWED. *F

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THE FRIENDLY ISLAND IS FOUND BETWEEN MAUI AND OAHU. IT IS KNOWN MAINLY FOR ITS SUGAR CANE AND LEPROSY COLONY. *G

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2863

THIS CITY IS THE LARGEST IN THE ISLANDS AND THE STATE CAPITAL. IT IS LOCATED ON OAHU. *C

2864
2864

THE VALLEY ISLAND IS LOCATED NORTHWEST OF HAWAII ISLAND AND HAS THE LARGEST *INACTIVE* VOLCANIC CRATERS IN THE WORLD. *A

2865
2865

THIS CITY IS THE CHIEF PORT AND CAPITAL CITY OF HAWAII ISLAND. IT IS THE SECOND LARGEST CITY IN THE STATE. *E

2866
2866

THE GARDEN ISLAND IS THE NORTHERNMOST ISLAND AND IS KNOWN FOR ITS NATURAL GREENERY AND CANYONS. *H

2867
2867

THE LARGEST CITY AND THE COUNTY SEAT OF KAUAI. *D

2868

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE GEOGRAPHY OF THE SMALL PACIFIC ISLANDS BY MATCHING DIFFERENT GEOGRAPHICAL CHARACTERISTICS WITH THEIR MEANINGS. *50

0394

DIRECTIONS - MATCH THE PHRASES BELOW WITH THE WORDS THEY BEST DESCRIBE ON BY PLACING THE CORRECT CAPITAL LETTER IN THE BLANK.

0088

- A. A LINE WHERE THE SEA AND OCEAN MEET
- B. SHELTERED WATER THAT IS CALM AND SHALLOW
- C. A RIDGE OF ROCKS NEAR, OR BELOW, THE SURFACE OF THE WATER
- D. HARD ROCK MADE BY SKELETONS OF MILLIONS OF TINY SEA ANIMALS
- F. UNINHABITED ISLAND USED FOR GROWING BREADFRUIT AND COCONUT PALM TREES
- F. UNINHABITED ISLAND USED FOR GROWING TARO

COCONUT ISLAND *E

LAGOON *B

HORIZON *A

CORAL *D

REEF *C

THE STUDENT WILL BE ABLE TO DISTINGUISH BETWEEN THE COCONUT PALM AND THE BREADFRUIT TREE BY IDENTIFYING EACH FROM GIVEN CHARACTERISTICS. *40

0394

LS

DIRECTIONS - CIRCLE *B* IF THE SENTENCE BELOW DESCRIBES A
BREADFRUIT TREE AND CIRCLE *C* IF THE SENTENCE DESCRIBES A
COCONUT PALM TREE.

0089

ALL THE LEAVES GROW NEAR THE TOP OF THE TREE. *C

2874

THE NUT OF THIS TREE HAS WATER IN THE CENTER. *C

2875

THE NUT OF THIS TREE HAS A HARD OUTER HUSK. *C

2876

OBET WILL USE THE WOOD FROM THE TRUNK OF THIS TREE. *B

2877

SHIPS STOP TO GET A PRODUCT FROM THIS TREE. *C

2878

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE PROCESS OF COOKING AND
HOUSEBUILDING ON OBET AND KARAS ISLAND BY IDENTIFYING THESE
PROCESSES. #14

0395

DIRECTIONS - IDENTIFY THE STATEMENTS BELOW DESCRIBING THE
COOKING AND HOUSEBUILDING PROCESSES AS TRUE OR FALSE BY MARKING
A FOR TRUE AND *B* FOR FALSE.

KARA MIXED COCONUT, BANANAS, AND MOLASSES TO MAKE A PUDDING. *A

2879

MOTHER KEPT A BIG FIRE BURNING TO BAKE THE TARO ROOTS. *A

2880

THE WOMEN COOK MANY TIMES DURING THE DAY. *B

2881

FOOD IS USUALLY COOKED IN AN UM, A SHALLOW HOLE IN THE
GROUND. *A

2882

2882

A SALAD WAS MADE FROM COCONUT PALM LEAVES. *B

2883

SIDEWALKS WERE MADE OF CRUSHED COCONUT HUSKS. *B

2883

THE FRAME OF THE HOUSE WAS MADE OF LOGS. *A

2884

THE ROOF WAS MADE OF SHINGLES. *B

2885

CRUSHED CORAL WAS SPREAD AROUND FOR THE FLOOR. *A

2886

THE SIDES OF THE HOUSE WERE THICK BECAUSE OF THE BREEZE FROM THE
OCEAN. *B

2887

2887

THICK MATS OF WOVEN LEAVES ARE USED AS FURNITURE. *A

2888

THE UM IS HEATED BY BURNING COCONUT SHELLS AND FIREWOOD UNDER
SMALL ROCKS. *A

2889

2889

SOME OF THE FOOD IS WRAPPED IN BANANA LEAVES. *A

2890

THE ROOF HAS STEEP SIDES SO THE RAIN WILL RUN OFF. *A

2891

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF THE PROCESS OF
BUILDING AN OUTRIGGER CANOE BY ARRANGING IN ORDER EACH STEP IN

0396

THE BOATBUILDING PROCESS. #7

DIRECTIONS - PUT THE FOLLOWING STEPS OF THE PROCESS OF BUILDING AN OUTRIGGER CANOE IN ORDER BY PLACING 1 BY THE STEP THAT COMES FIRST, 2 BY THE STEP THAT COMES NEXT, ETC.

0090

TIE THE PARTS TOGETHER WITH STOUT CORD.. #4

2892

PUT ON THE SAIL. #7

2893

SAW THE LOG INTO BOARDS. #2

2894

SAW DOWN THE BREADFRUIT TREE. #1

2895

TIE THE FLOAT TO THE CURVED ENDS OF THE POLES. #6

2896

FORM THE BOARDS INTO PARTS FOR THE CANOE. #3

2897

ATTACH 6 POLES TO THE SIDE OF THE CANOE. #5

2898

USING HIS KNOWLEDGE OF THE GEOGRAPHY OF THE PACIFIC ISLANDS AND THE LIVES OF THE PEOPLE, THE STUDENT WILL BE ABLE TO ANALYZE THE DIFFICULTIES CAUSED BY LIVING ON AN ISLAND BY IDENTIFYING GIVEN PROBLEMS AS VALID OR INVALID. #5

0398

DIRECTIONS - USING WHAT YOU KNOW OF THE LIFE OF THE ISLANDERS ON ORET AND KARAS ISLAND AND THE ISOLATION OF ISLAND PEOPLE, DECIDE WHETHER OR NOT EACH OF THE FOLLOWING WOULD BE A PROBLEM THEY COULD ENCOUNTER.

0092

KARA HAD PLANNED TO BUY HER FATHER A KNIFE FOR HIS BIRTHDAY. THERE WASN'T A STORE ON THEIR SMALL ISLAND SO SHE HAD TO WAIT FOR THE SUPPLY SHIP TO ARRIVE. IT WAS NOW TWO DAYS BEFORE HIS BIRTHDAY AND STILL NO SIGN OF THE SHIP.

2903

2903

2903

2903

*A. POSSIBLY COULD HAPPEN

2903

B. PROBABLY NOT

2903

ORET AND KARA WERE VERY DISSATISFIED WITH THEIR NEW BRICK HOUSE. THE OTHER HOUSES IN THE VILLAGE HAD RECREATION ROOMS IN THE BASEMENT AND THEIR NEW HOUSE DID NOT EVEN HAVE A BASEMENT.

2904

2904

2904

A. POSSIBLY COULD HAPPEN

2904

*B. PROBABLY NOT

2904

ORET WAS CLIMBING HIS BREADFRUIT TREE ON COCONUT ISLAND AND SLIPPED AND FELL. HIS LEG WAS BROKEN. HIS FRIENDS WERE WORRIED ABOUT HOW THEY WOULD GET HIM BACK TO THEIR HOME ISLAND. THE OUTRIGGER CANOE WAS THEIR ONLY HOPE.

2905

2905

2905

2905

*A. POSSIBLY COULD HAPPEN

2905

B. PROBABLY NOT

2905

THE PEOPLE ON ORET AND KARAS ISLAND FOUND A MAN WHO HAD CRASHED-LANDED ON COCONUT ISLAND AND WAS WOUNDED. HE COULD NOT SPEAK THEIR LANGUAGE BUT HE DREW PICTURES OF PEOPLE FIGHTING AND THEY WONDERED IF A WAR WAS BEING FOUGHT SOMEWHERE NEAR. THEY HAD NOT HEARD ANY NEWS IN TWO MONTHS SINCE THEIR ONLY RADIO WAS BROKEN AND THE SUPPLY SHIP HAD NOT COME FOR MONTHS.

2906

2906

2906

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2906

*A. POSSIBLY COULD HAPPEN

2906

B. PROBABLY NOT

2906

OBET WAS IN A HURRY TO GET TO SCHOOL AND ACCIDENTALLY RIPPED HIS NEW WINTER COAT ON THE DOOR LATCH. IT WAS COLD SO HE HAD TO WEAR IT ANYWAY.

2907
2907
2907
2907
2907

- A. POSSIBLY COULD HAPPEN
*B. PROBABLY NOT

THE PUPIL WILL DEMONSTRATE HIS KNOWLEDGE OF AGRICULTURE IN HAWAII BY SELECTING SOME FACTS ABOUT IT FROM A LIST OF ALTERNATIVES. 50

0259

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

HAWAII'S MAIN CROP IS

2301207
2301207
2301207
2301207
2301207

- *A. SUGARCANE.
B. PINEAPPLE.
C. POI.
D. COFFEE.

MOST OF HAWAII'S SUGARCANE IS REFINED IN

2301208
2301208
2301208
2301208
2301208

- A. HILO.
B. HONOLULU.
*C. CALIFORNIA.
D. CHILI.

HAWAII SUPPLIES THE UNITED STATES WITH ABOUT * * OF ITS SUGARCANE.

2301209
2301209
2301209
2301209
2301209
2301209

- *A. ONE-FOURTH
B. ONE-HALF
C. THREE-QUARTERS
D. ALL

ON THE MAIN ISLAND OF HAWAII IS ONE OF THE BIGGEST CATTLE RANCHES IN THE WORLD, THE

2301210
2301210
2301210
2301210
2301210
2301210

- A. MAUNA LOA.
B. KING RANCH.
*C. PARKER RANCH.
D. JAMES RANCH.

THE CROP WHICH RANKS SECOND IN IMPORTANCE IN HAWAII IS

2301211
2301211
2301211
2301211
2301211

- *A. PINEAPPLE.
B. SUGARCANE.
C. COFFEE.
D. TARO.

C. NORTH CENTRAL STATES

0098

THE STUDENT WILL SHOW HIS ABILITY TO RECOGNIZE AND IDENTIFY THE STATES IN THE NORTH CENTRAL AREA AND THE IMPORTANT WATERWAYS THAT FORM PART OF THEIR BORDERS BY LABELING STATES AND WATERWAYS ON THEIR OWN MAPS. 57

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

WHAT DO THE STATE BORDERS OF MINNESOTA, IOWA AND MISSOURI HAVE IN COMMON? ALL ARE

2300226
2300226
2300226
2300226
2300226
2300226

- A. STRAIGHT LINES.
- B. BORDERED BY THE OHIO RIVER.
- C. DIFFICULT TO CROSS.
- *D. BORDERED BY THE MISSISSIPPI RIVER.

WHAT DO THE BORDERS OF THE STATES EAST OF THE MISSISSIPPI RIVER HAVE IN COMMON? ALL ARE

2300227
2300227
2300227
2300227
2300227
2300227

- A. BORDERED BY THE OHIO RIVER.
- B. BORDERED BY THE MISSISSIPPI RIVER.
- *C. BORDERED BY THE GREAT LAKES.
- D. DIFFICULT TO CROSS.
- E. NONE OF THE ABOVE.

WHICH OF THE FOLLOWING FOUR WOULD YOU CALL THE GREAT PLAINS STATES?

2300228
2300228
2300228
2300228
2300228
2300228

- A. WISCONSIN, MISSOURI, NORTH DAKOTA, ILLINOIS
- *B. NORTH DAKOTA, SOUTH DAKOTA, NEBRASKA, KANSAS
- C. WISCONSIN, MINNESOTA, NORTH DAKOTA, MICHIGAN
- D. INDIANA, OHIO, IOWA, ILLINOIS

THE OHIO RIVER FORMS THE

*A. BOUNDARY OF ILLINOIS,

2300229
2300229
2300229
2300229
2300229
2300229

- INDIANA, OHIO.
- *A. SOUTHERN
- B. WESTERN
- C. NORTHERN
- D. EASTERN

WHICH OF THE FOLLOWING STATES WOULD BE MOST LIKELY TO ENGAGE IN OCEAN SHIPPING?

2300230
2300230
2300230
2300230
2300230
2300230

- A. NEBRASKA
- B. KANSAS
- C. NORTH DAKOTA
- *D. ILLINOIS

WHICH STATE IS A PENINSULA?

2300231
2300231
2300231
2300231
2300231

- A. WISCONSIN
- B. ILLINOIS
- C. MISSOURI
- *D. MICHIGAN

WHICH STATE WOULD BENEFIT MOST FROM THE SAULT STE. MARIE CANALS AND LOCKS?

2300232
2300232
2300232
2300232
2300232
2300232

- A. OHIO
- *B. MINNESOTA
- C. MICHIGAN
- D. WISCONSIN

THE PUPIL SHOWS HIS KNOWLEDGE OF DIFFERENT TYPES OF AGRICULTURE PRACTICED IN THE STATES OF THE GREAT PLAINS REGION BY SELECTING THE CORRECT FACTS ABOUT A GIVEN STATE OR STATES. \$200

0231

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

OUR COUNTRY'S LEADING PRODUCER OF *SPRING WHEAT* IS

- A. NEBRASKA.
- B. IOWA.
- *C. NORTH DAKOTA.
- D. OKLAHOMA.

2301006
2301006
2301006
2301006
2301006

THE STATE WHICH PRODUCES MOST *BEEF CATTLE* IS

- A. SOUTH DAKOTA.
- *B. IOWA.
- C. WISCONSIN.
- D. ILLINOIS.

2301007
2301007
2301007
2301007
2301007

THE STATE OF THE MIDWEST WHICH PRODUCES MOST *COTTON* IS

- *A. TEXAS.
- B. KANSAS.
- C. OKLAHOMA.
- D. MISSOURI.

2301008
2301008
2301008
2301008
2301008

THE LEADING PRODUCER OF *MILK* IN THE UNITED STATES IS

- A. IOWA.
- B. ILLINOIS.
- C. MINNESOTA.
- *D. WISCONSIN.

2301009
2301009
2301009
2301009
2301009

THE STATE WHICH PRODUCES THE MOST *WINTER WHEAT* IS

- A. MINNESOTA.
- *B. KANSAS.
- C. ILLINOIS.
- D. IOWA.

2301010
2301010
2301010
2301010
2301010

RANCHERS IN THE DRIER PARTS OF THE GREAT PLAINS RAISE

- A. SPRING WHEAT.
- B. BEEF CATTLE.
- *C. ANGORA GOATS.
- D. SOYBEANS.

2301011
2301011
2301011
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2301011

OUR NATION'S LEADING PRODUCERS OF *SOYBEANS* ARE

- A. NORTH DAKOTA AND SOUTH DAKOTA.
- B. OHIO AND INDIANA.
- C. WISCONSIN AND MINNESOTA.
- *D. ILLINOIS AND IOWA.

2301012
2301012
2301012
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2301012

THE LEADING PRODUCERS OF *HOGS* ARE

- *A. IOWA AND ILLINOIS.
- B. IOWA AND NEBRASKA.
- C. WISCONSIN AND ILLINOIS.
- D. KANSAS AND NEBRASKA.

2301013
2301013
2301013
2301013
2301013

THE NATION'S LEADING *CORN* PRODUCING STATES ARE

- A. WISCONSIN AND ILLINOIS.
- B. IOWA AND MINNESOTA.
- C. WISCONSIN AND MINNESOTA.
- *D. IOWA AND ILLINOIS.

2301014
2301014
2301014
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2301014

NORTH DAKOTA IS A LEADER IN PRODUCTION OF

- *A. SPRING WHEAT.
- B. WINTER WHEAT.
- C. CORN.
- D. COTTON.

2301015
2301015
2301015
2301015
2301015

TEXAS IS AN OUTSTANDING PRODUCER OF

- A. SOYBEANS.
- *B. COTTON.
- C. MILK.
- D. CORN.

2301016
2301016
2301016
2301016
2301016

WISCONSIN LEADS THE UNITED STATES IN THE PRODUCTION OF

- A. COTTON.
- *B. MILK.
- C. ANGORA GOATS.
- D. CORN.

2301017
2301017
2301017
2301017
2301017

KANSAS LEADS THE COUNTRY IN THE PRODUCTION OF

- *A. WINTER WHEAT.
- B. SPRING WHEAT.
- C. COTTON.
- D. SOYBEANS.

2301018
2301018
2301018
2301018
2301018

A LEADING FRUIT GROWING STATE IS

- *A. MICHIGAN.
- B. MINNESOTA.
- C. KANSAS.
- D. ILLINOIS.

2301019
2301019
2301019
2301019
2301019

THE EASTERN SHORE OF LAKE MICHIGAN IS FAMOUS FOR ITS

- *A. FRUIT ORCHARDS.
- B. ANGORA GOATS.
- C. WINTER WHEAT.
- D. CATTLE RANCHES.

2301020
2301020
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2301020
2301020

CHOOSE THE STATE IN THE MIDWEST AND GREAT PLAINS THAT WOULD BE WELL SUITED TO RAISING OR PRODUCING EACH OF THE FOLLOWING.

2301021
2301021

MILK

- A. NORTH DAKOTA
- *B. KANSAS
- C. IOWA
- D. MICHIGAN
- *E. WISCONSIN

2301021
2301021
2301021
2301021
2301021
2301021

CHOOSE THE STATE IN THE MIDWEST AND GREAT PLAINS THAT WOULD BE WELL SUITED TO RAISING OR PRODUCING EACH OF THE FOLLOWING.

2301022
2301022

SPRING WHEAT

- *A. NORTH DAKOTA
- B. KANSAS
- C. IOWA
- D. MICHIGAN
- E. WISCONSIN

2301022
2301022
2301022
2301022
2301022
2301022

CHOOSE THE STATE IN THE MIDWEST AND GREAT PLAINS THAT WOULD BE WELL SUITED TO RAISING OR PRODUCING EACH OF THE FOLLOWING.

2301023
2301023

CORN

- A. NORTH DAKOTA
- B. KANSAS
- *C. IOWA
- D. MICHIGAN
- E. WISCONSIN

2301023
2301023
2301023
2301023
2301023
2301023

CHOOSE THE STATE IN THE MIDWEST AND GREAT PLAINS THAT WOULD BE

2301024

WELL SUITED TO RAISING OR PRODUCING EACH OF THE FOLLOWING.

2301024

WINTER WHEAT

2301024

A. NORTH DAKOTA

2301024

*B. KANSAS

2301024

C. IOWA

2301024

D. MICHIGAN

2301024

E. WISCONSIN

2301024

CHOOSE THE STATE IN THE MIDWEST AND GREAT PLAINS THAT WOULD BE WELL SUITED TO RAISING OR PRODUCING EACH OF THE FOLLOWING.

2301025

2301025

FRUIT

2301025

A. NORTH DAKOTA

2301025

B. KANSAS

2301025

C. IOWA

2301025

*D. MICHIGAN

2301025

E. WISCONSIN

2301025

THE STUDENT SHOWS HIS KNOWLEDGE OF THE MAIN NATURAL RESOURCES OF EACH OF THE STATES OF THE GREAT PLAINS REGION BY MATCHING THE RESOURCES WITH GIVEN STATES. *90

0232

MATCH THE NATURAL RESOURCE WITH THE STATE IT MOST NEARLY REPRESENTS.

2301027

2301027

MINNESOTA

2301026

A. COAL

2301026

*B. IRON ORE

2301026

C. LIGNITE

2301026

D. GOLD

2301026

E. LIMESTONE

2301026

ILLINOIS

2301027

*A. COAL

2301027

B. IRON ORE

2301027

C. LIGNITE

2301027

D. GOLD

2301027

E. LIMESTONE

2301027

MICHIGAN

2301028

A. COAL

2301028

B. IRON ORE

2301028

C. LIGNITE

2301028

D. GOLD

2301028

*E. LIMESTONE

2301028

NORTH DAKOTA

2301029

A. COAL

2301029

B. IRON ORE

2301029

*C. LIGNITE

2301029

D. GOLD

2301029

E. LIMESTONE

2301029

SOUTH DAKOTA

2301030

A. COAL

2301030

B. IRON ORE

2301030

C. LIGNITE

2301030

*D. GOLD

2301030

F. LIMESTONE

2301030

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

THE MAJOR PRODUCER OF *IRON ORE* IN OUR COUNTRY IS

2301031

- A. ILLINOIS.
- B. MICHIGAN.
- *C. MINNESOTA.
- D. SOUTH DAKOTA.

2301031
2301031
2301031
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2301031

THE MAJOR PRODUCER OF *LIGNITE* IN THE UNITED STATES IS

2301032

- A. MINNESOTA.
- *B. NORTH DAKOTA.
- C. SOUTH DAKOTA.
- D. MICHIGAN.

2301032
2301032
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2301032

THE STATE WHICH PRODUCES THE MOST *GOLD* IS

2301033

- *A. SOUTH DAKOTA.
- B. CALIFORNIA.
- C. NEVADA.
- D. ARIZONA.

2301033
2301033
2301033
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2301033

THE LEADING PRODUCER OF LIMESTONE IN OUR COUNTRY IS

2301034

- A. NORTH DAKOTA.
- B. MINNESOTA.
- C. ILLINOIS.
- *D. MICHIGAN.

2301034
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2301034

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH AMONG WHEAT, CORN, AND DAIRY FARMS BY CLASSIFYING GIVEN EXAMPLES. %60

0018

READ THE FOLLOWING PARAGRAPHS AND DECIDE WHETHER THE FARM THAT IS BEING DESCRIBED IS IN THE WHEAT BELT, THE CORN BELT, OR THE DAIRY BELT. IN THE COLUMNS TO THE LEFT OF THE ITEMS, CIRCLE *W* FOR WHEAT BELT, *D* FOR DAIRY BELT, AND *C* FOR CORN BELT.

W* D C FALL IS A BUSY TIME ON THE SMITH FARM. ONE OF THE MAIN CROPS IS PLANTED IN THE FALL AND REMAINS IN THE GROUND ALL WINTER.

1573

W D C* THE ROGER'S FARM IS ABOUT 160 ACRES. IN THE SPRING, THERE ARE MORE ANIMALS AROUND THAN ANY OTHER TIME OF THE YEAR. IN OCTOBER, THERE IS A BIG HARVEST WHICH LASTS ABOUT FIVE DAYS. THEN, OTHER FALL WORK IS TENDED TO.

1574

W D C* ON THIS FARM IN THE WINTER, ONE WOULD SEE A GROUP OF RED-AND-WHITE CATTLE HUDDLED BY A BARN DURING A SNOW-STORM. DURING THE SPRING, ONE WOULD SEE A BARNYARD FULL OF YOUNG ANIMALS. DURING THE FALL, TALL BROWN STALKS WOULD REMAIN WITH DRY LEAVES RUSTLING IN THE AIR.

1575

W D* C IF YOU WERE DRIVING ALONG THE ROAD TOWARD THIS FARM, YOU WOULD NOTICE A LARGE RED BARN WITH TWO SILOS. NEAR THE BARN ARE SMALLER BUILDINGS FOR STORAGE OF MANY DIFFERENT THINGS. COWS CAN BE SEEN GRAZING ON HILLY

1576

LANDS AND THROUGH THE MANY PATCHES OF WOODLAND.

W D* C IN LOOKING AT A PLAN OF THIS PARTICULAR FARM WE WOULD FIND SUCH PRODUCTS GROWN AS HAY, ALFALFA, OATS AND A GREAT DEAL OF PASTURE. 1577

W D* C ON THIS FARM, *MOST* OF THE GRAINS THAT ARE RAISED ARE FED TO CATTLE, HOGS AND OTHER ANIMALS. BESIDE THE GRAIN PRODUCTS, WE WOULD FIND OATS, HAY AND SOYBEANS. 1578

GIVEN FACTS CONCERNING AN IMAGINARY FARM, THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF FARM AREAS BY DETERMINING THE VALIDITY OF GIVEN STATEMENTS RELATING TO THE LOCATION, CLIMATE, SOIL AND TOPOGRAPHY OF THIS PARTICULAR AREA. 800 0019

READ THE PASSAGE BELOW AND CIRCLE THE *V* FOR VALID IF YOU AGREE WITH THE STATEMENT. IF YOU DISAGREE WITH THE SENTENCE, CIRCLE THE *I* FOR INVALID.

JIMMY JONES LIVES ON A FARM IN THE STATE OF WELLINGTON WHICH IS ABOUT 600 ACRES. IT IS A LARGE FARM SITUATED ON VERY FLAT LAND. JIMMY'S FATHER HAS MANY COWS, HOGS, AND CHICKENS BUT THERE IS NOT A SINGLE HORSE FOR JIMMY TO RIDE.

FALL IS A BUSY TIME ON THE JONES' FARM. SOME CROPS ARE PLANTED IN THE FALL AND SOME OF THE CROPS THAT WERE PLANTED IN THE SPRING ARE CUT TO BE USED IN THE FALL.

THE CLIMATE IS A VERY COMFORTABLE ONE IN COOL WINTERS AND WARM SUMMERS. HOWEVER, RAINFALL IN THIS AREA IS RATHER LIGHT. THERE ARE VERY FEW LAKES OR RIVERS NEAR JIMMY'S FATHER'S FARM. SOMETIMES, IT BECOMES VERY HOT IN THE SUMMER.

SOMETIMES JIMMY LIKES TO DIG FOR THINGS. IN DOING SO, HE FINDS NICE BLACK SOIL AND SOMETIMES LOG ROOTS OF PLANTS THAT GO DOWN IN THE EARTH A LONG, LONG WAYS. IT IS EASY FOR HIM TO DIG, THOUGH, BECAUSE THERE IS ONLY SHORT GRASS FOUND IN THIS AREA.

RIGHT NOW, IT IS SUMMER WHERE JIMMY LIVES BUT HE IS LOOKING FORWARD TO WINTER BECAUSE HE REALLY ENJOYS WINTER SPORTS.

V* I WHEAT CAN BE GROWN ON THIS FARM. 1579

V I* CORN IS GROWN ON THE JONES' FARM. 1580

V* I CULTIVATION AND PLOWING IS EASILY DONE ON THIS FARM. 1581

V I* THE JONES' FARM IS A DAIRY FARM SINCE IT HAS COWS. 1582

V I* SORGHUM COULD NOT BE GROWN ON THIS FARM BECAUSE OF THE LOCATION. 1584

V I* THIS FARM COULD BE LOCATED IN A FARM AREA COMPARABLE TO THOSE FOUND IN WISCONSIN. 1585

V* I THIS FARM COULD BE LOCATED IN A WHEAT BELT AREA. 1586

V I* DAIRY PRODUCTS COULD NOT BE FOUND ON THIS AREA. 1587

150

THE STUDENT CAN RECOGNIZE WHICH GEOGRAPHICAL FEATURES CONTRIBUTED TO THE DEVELOPMENTAL PATTERN OF THE MIDDLE-WESTERN STATES BY CORRECTLY MATCHING GEOGRAPHICAL FEATURES TO THE DEVELOPMENT OF THE MIDWESTERN STATES. #9

0091

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

WHICH OF THE FOLLOWING PLAYED THE MOST IMPORTANT ROLE IN THE EARLY GROWTH OF THIS REGION?

- *A. THE GREAT LAKES
- B. THE LOW, FLAT, GROUND
- C. MISSISSIPPI RIVER
- D. THE MANY LARGE CITIES

2300167
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2300167
2300167
2300167

WHERE WOULD YOU BE MOST LIKELY TO FIND A PORT CITY AT THE * OF A RIVER.

- A. SOURCE
- B. TRIBUTARY JUNCTION
- *C. MOUTH
- D. BEND

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MOST OF THE BIG CITIES ARE LOCATED ALONG THE SHORES OF THE GREAT LAKES AND ON THE RIVERS. THE MOST IMPORTANT REASON FOR THIS IS THAT THESE LAKES AND RIVERS

- A. FURNISH DRINKING WATER.
- B. FURNISH POWER FOR ELECTRICITY.
- *C. MAKE THE CLIMATE BETTER.
- *D. ARE IMPORTANT TRANSPORTATION ROUTES.

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A PHYSICAL MAP OF THE MIDDLE WESTERN STATES SHOWS THE AREA TO BE COLORED GREEN. AFTER LOOKING AT THE MAP KEY YOU COULD GUESS THAT MOST OF THE AREA WOULD BE ENGAGED IN

- A. MINING.
- *B. FARMING.
- C. MANUFACTURING.
- D. TRADING.

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ENLARGING A TRADING MARKET IS IMPORTANT IN THE DEVELOPMENT AND GROWTH OF AN AREA. WHICH OF THE FOLLOWING WAS OF THE GREATEST BENEFIT TO THE MIDDLE WEST IN THE LAST TEN YEARS?

- A. BUILDING OF NEW RAILROADS
- *B. OPENING OF THE ST. LAWRENCE SEAWAY
- C. BUILDING OF NEW HIGHWAYS
- D. BUILDING LARGER CARGO PLANES

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IF YOU OWNED AN IRON MINE IN MINNESOTA WHICH OF THE FOLLOWING WOULD FURNISH THE BEST TRANSPORTATION TO GET YOUR PRODUCT TO A BUYER?

- A. INTERSTATE HIGHWAYS
- B. MISSISSIPPI RIVER
- C. RAILROADS
- *D. GREAT LAKES

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MOST OF THE GREAT PLAINES STATES ARE GOOD FOR FARMING FOR THE SOIL IS RICH AND THE LAND IS FLAT. HOWEVER, THERE IS LESS RAIN THAN IN THE MIDDLE-WESTERN STATES.

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HOW WOULD YOU SOLVE THIS PROBLEM IF YOU OWNED A LARGE FARM IN KANSAS?

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- *A. RAISE CROPS THAT NEED LESS RAIN
- B. RAISE SHEEP
- C. BUILD IRRIGATION DITCHES
- D. RAISE DAIRY CATTLE

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- WHAT IS THE MOST SINGLE OUTSTANDING PHYSICAL FEATURE OF THE
N. CENTRAL REGION THAT CAN BE FOUND IN NO OTHER AREA OF THE USA?
- A. ST. LAWRENCE SEAWAY
 - *B. FOUR OF THE GREAT LAKES
 - C. MISSISSIPPI RIVER
 - D. OHIO RIVER

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- MOST OF THE AREA IS SUITED FOR FARMING AND CORN IS THE MOST
IMPORTANT CROP. CORN IS RAISED MAINLY TODAY TO
- A. FEED PEOPLE.
 - B. MAKE FERTILIZER.
 - C. MAKE CEREAL.
 - *D. FEED HOGS AND CATTLE.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES FROM
GIVEN PARAGRAPHS BY EVALUATING THE VALIDITY OF EACH STATEMENT. %40

0363

DIRECTIONS - READ THE FOLLOWING PARAGRAPH AND THEN DECIDE
WHETHER THE STATEMENTS FOLLOWING IT ARE PROBABLY TRUE, PROBABLY
FALSE OR THAT YOU ARE UNABLE TO SAY WHETHER IT IS TRUE OR FALSE
FROM THE INFORMATION PROVIDED IN THE PARAGRAPH.

AFTER SETTLING, A PIONEER HAD ONLY HIS RIFLE, HIS WIT, AND HIS
WORK TO KEEP HIM AND HIS FAMILY ALIVE. THERE WERE NO STORES,
SCHOOLS, CHURCHES, OR PLACES WHERE HE COULD GO FOR HELP. PIONEERS
HELPED EACH OTHER WHENEVER THEY COULD. INDIAN FIGHTS AND SCARES
ADDED TO THE DANGER.

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THE PIONEERS HAD TO BRING THEIR TOOLS WITH THEM WHEN THEY
SETTLED.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T TELL

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PIONEER WOMEN HAD AN EASY LIFE IN ILLINOIS.

- A. PROBABLY TRUE
- *B. PROBABLY FALSE
- C. CAN'T TELL

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THE PIONEER SOMETIMES HAD TO USE HIS RIFLE TO DEFEND HIMSELF
AGAINST INDIANS.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T TELL

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THE SETTLERS CHOSE THE WOODED AREAS ALONG THE RIVERBANKS FOR
THEIR HOMES.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T TELL

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH RELEVANT AND NONRELEVANT DATA/ BY DETERMINING THE RELEVANCY OF GIVEN INFORMATION IN RELATION TO A GIVEN SITUATION. %50

0362

THE STUDENTS OF A FOURTH GRADE ARE WRITING A PLAY ABOUT PIONEER LIFE IN ILLINIOS. THEY WANT TO KNOW ABOUT ACTIVITIES THE PIONEERS DID TO HAVE A GOOD TIME.

0071

DIRECTIONS - READ EACH OF THE FOLLOWING PARAGRAPHS AND TELL WHICH OF THEM WOULD HELP THE STUDENTS TO FIND OUT ABOUT HAVING FUN IN PIONEER TIMES.

COUNTY FAIRS OFTEN RUN HORSE RACES. AMUSEMENT COMPANIES SET UP FERRIS WHEELS, MERRY-GO-ROUNDS, AIRPLANE RIDES, AND OTHER FUN DEVICES. FARM PEOPLE HAVE A GOOD TIME AT THESE FAIRS.

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A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

PIONEER PEOPLE OFTEN HAD GOOD TIMES. MEN AND BOYS MIGHT SPEND SUNDAYS SHOOTING AT TARGETS, HUNTING FOR WILD GAME, FISHING, OR BREAKING HORSES. WOMEN LIKED QUILTING BEES.

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*A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

THE PIONEER GOT WHAT HE NEEDED BY TRADING. IF HE RAISED MORE CORN THAN HE NEEDED, HE TRADED IT FOR CLOTH, A COW, OR WHATEVER HE WANTED AND COULD GET.

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A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

THE PIONEER ALSO MADE BENCHES, TABLES, AND OTHER FURNITURE FOR HIS CABIN. THE PIONEER WIFE MADE CAPS AND MOCCASINS FROM BUFFALO SKINS.

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A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

EVERYONE LIKED TO GO TO A SHUCKING BEE. EARS OF CORN IN THE HUSK WERE PLACED IN PILES. TEAMS WERE CHOSEN. THE FIRST TEAM TO FINISH HUSKING ITS PILES WAS THE WINNER. IF A HUSKER FOUND A RED EAR OF CORN, HE WAS ENTITLED TO CLAIM A KISS FROM THE GIRLS. AFTERWARD THERE WAS SQUARE DANCING LED BY A FIDDLER. THE FIDDLE WAS THE ONLY MUSICAL INSTRUMENT THE PIONEERS HAD.

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*A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY FAMOUS PEOPLE IN ILLINOIS HISTORY BY MATCHING THEM WITH THE ACCOMPLISHMENT.. %150

0370

DIRECTIONS - MATCH EACH PERSON WITH WHAT HE OR SHE HAS ACCOMPLISHED.

0074

A. JANF ADDAMS

B. SHADRACK BOND

C. GEORGE ROGERS CLARK

D. JOHN DEERE

E. STEPHEN A. DOUGLAS

F. ENRICO FERMI

G. ERNEST HEMINGWAY
 H. LOUIS JOLIET
 I. JOHN KINZIE
 J. SIEUR DE LA SALLE
 K. JACQUES MARQUETTE
 L. CYRUS MC CORMICK
 M. GEORGE PULLMAN
 N. CARL SANDBURG
 O. LAFEDO TAFT
 P. MONTGOMERY WARD
 Q. FRANK LLOYD WRIGHT

FOUNDED A SETTLEMENT HOUSE IN CHICAGO. *A	2621
CAPTURED FORTS AT VINCENNES AND HELD THEM UNTIL THE CLOSE OF THE REVOLUTIONARY WAR. *C	2622 2622
INVENTED STEEL PLOW THAT CLEANS ITSELF AS IT PLOWS. *D	2623
DEBATED THE ISSUE OF SLAVERY WITH ABRAHAM LINCOLN. *E	2624
PIONEERED IN NUCLEAR RESEARCH. *F	2625
ALONG WITH MARQUETTE, WAS THE FIRST WHITE MAN TO COME TO ILLINOIS. *H	2626 2626
FOUNDED A MISSION AT KASKASKIA. *K	2627
INVENTED THE REAPER. *L	2628
DESIGNED MANY BUILDINGS IN CHICAGO AREA. *Q	2629
WROTE POETRY ABOUT CHICAGO AND THE MIDWEST. *N	2630
EXPLORED MISSISSIPPI VALLEY AND BUILT TWO FORTS IN ILLINOIS. *J	2631
LIVED NEAR FORT DEARBORN AND BECAME ONE OF ITS LEADERS AFTER THE INDIAN ATTACK. *I	2632 2632
BECAME FIRST GOVERNOR OF ILLINOIS. *B	2633
SCULPTED MANY STATUES IN ILLINOIS *O	2634
FOUNDED A LARGE MAIL ORDER COMPANY. *P	2635

THE STUDENT WILL PREDICT THE CHANGES THAT MIGHT HAVE OCCURRED IF GEORGE ROGERS CLARK HAD LOST THE BATTLE AT VINCENNES BY INDICATING FROM A SERIES OF STATEMENTS WHICH WOULD PROBABLY BE TRUE AND WHICH WOULD PROBABLY BE FALSE. *40 0371

DIRECTIONS - IMAGINE THAT GEORGE ROGERS CLARK HAD LOST THE BATTLE WITH THE BRITISH AT VINCENNES. READ EACH STATEMENT. CIRCLE THE *A* IF YOU THINK IT IS PROBABLY TRUE. IF YOU THINK IT WOULD BE PROBABLY FALSE, CIRCLE THE *B*.

ILLINOIS WOULD *NOT* HAVE BEEN PART OF THE NORTHWEST TERRITORY. *A 2636
2636

THE UNITED STATES WOULD BE UNDER BRITISH CONTROL TODAY. *B	2637
PIONEERS IN ILLINOIS WOULD NOT HAVE HAD RELIGIOUS FREEDOM. *A	2638
ILLINOIS MIGHT HAVE BECOME A PART OF CANADA. *A	2639

THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE IMPORTANCE OF FACT AND OPINION STATEMENTS BY SELECTING THE STATEMENT MOST DIFFICULT TO PROVE. %10	0369
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DIRECTIONS - IN EACH OF THE FOLLOWING QUESTIONS THERE IS ONE OF
THREE STATEMENTS WHICH WOULD BE HARDER TO PROVE THAN THE OTHER
TWO. CIRCLE THE LETTER OF THE STATEMENT THAT WOULD BE *MOST*
DIFFICULT TO PROVE.

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE	2611
*A. THE WORLDS COLUMBIAN EXPOSITION WAS THE MOST BEAUTIFUL OF ALL THE WORLDS FAIRS EVER HELD.	2611
*B. THE EXPOSITION WAS HELD IN HONOR OF THE 400TH ANNIVERSARY OF THE DISCOVERY OF AMERICA BY COLUMBUS.	2611
*C. A NEW RIDE INVENTED BY MR. GEORGE FERRIS WAS USED.	2611

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE	2612
A. IN 1858 ABRAHAM LINCOLN WAS NOMINATED AS CANDIDATE FOR UNITED STATES SENATOR FROM ILLINOIS.	2612
B. SEVEN LINCOLN-DOUGLAS DEBATES TOOK PLACE BETWEEN AUGUST 21 AND OCTOBER 15, 1858.	2612
*C. LINCOLN BECAME ONE OF THE MOST WELL-LIKED MEN IN AMERICA BECAUSE OF HIS DEBATES.	2612

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE	2613
A. JOHN DEERE WAS A BLACKSMITH IN THE TOWN OF GRAND DETOUR.	2613
*B. JOHN DEERE'S INVENTION IS OF GREATER VALUE THAN THAT OF CYRUS MC CORMICK.	2613
*C. CYRUS MC CORMICK WAS THE INVENTOR OF THE REAPER.	2613

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE	2614
A. THE FIRST INSTITUTION OF HIGHER EDUCATION IN ILLINOIS WAS ILLINOIS COLLEGE AT JACKSONVILLE.	2614
*B. ANY STUDENT PLANNING TO ENTER TEACHING SHOULD ATTEND THE UNIVERSITY OF ILLINOIS.	2614
*C. PART OF OUR TAXES HELPS TO SUPPORT THE STATE UNIVERSITIES.	2614

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE	2615
A. FEW BUILDINGS SURVIVED THE CHICAGO FIRE.	2615
B. FIREMEN USED DYNAMITE TO BLOW UP BUILDINGS IN THE PATH OF THE FIRE.	2615
*C. MRS. O LEARY'S COW KICKED OVER A LAMP AND STARTED THE FIRE.	2615

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE	2616
A. STATEVILLE IS THE LARGEST PENITENTIARY IN ILLINOIS.	2616
B. ILLINOIS HAS A REFORM SCHOOL FOR GIRLS.	2616
*C. *ALL* PRISONERS ARE HELPED TO BECOME GOOD CITIZENS.	2616

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE	2617
A. THE MOST IMPORTANT DUTY OF A CITIZEN IS TO PAY HIS TAXES.	2617
B. THE STATE GOVERNMENT IS SUPPORTED BY TAXES.	2617

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE 2618
 *A. LINCOLN PARK IS CHICAGO'S MOST BEAUTIFUL PARK. 2618
 B. LINCOLN PARK ZOO HAS ANIMALS FROM MANY CONTINENTS. 2618
 C. RARE PLANTS AND FLOWERS ARE FOUND IN THE LINCOLN PARK 2618
 CONSERVATORY. 2618

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE 2619
 A. JANE ADDAMS FOUNDED THE FIRST SETTLEMENT HOUSE IN CHICAGO. 2619
 B. MOST OF THE NEIGHBORS AROUND HULL HOUSE WERE IMMIGRANTS. 2619
 *C. JANE ADDAMS IS ONE OF THE MOST LOVED WOMEN IN THE WORLD. 2619

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE 2620
 A. LA SALLE BUILT FORT ST. LOUIS AT STARVED ROCK. 2620
 *B. STARVED ROCK IS THE MOST WELL-KNOWN STATE PARK. 2620
 C. THE ILLINI INDIANS STARVED TO DEATH AT STARVED ROCK. 2620

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE ILLINOIS 0367
 GOVERNMENT BY LABELING A SERIES OF STATEMENTS TRUE OR FALSE. #12

DIRECTIONS - READ EACH SENTENCE. IF IT IS TRUE, CIRCLE THE *A*.
 IF IT IS FALSE, CIRCLE THE *B*.

THE CHIEF OFFICIAL OF THE STATE IS THE GOVERNOR. *A 2592

THE GOVERNOR SERVES A TERM OF TWO YEARS. *B 2593

THE POWER OF VETO IS THE RIGHT OF THE GOVERNOR TO CALL OUT THE 2594
 STATE MILITIA. *B 2594

ALL GOVERNMENT WORKERS ARE ELECTED. *B 2595

THE STATE GOVERNMENT IS SUPPORTED BY TAXES. *A 2596

SPRINGFIELD IS THE STATE CAPITAL. *A 2597

THE SENATE MEETS IN THE CENTENNIAL BUILDING. *B 2598

THERE ARE MANY BOOKS ABOUT LINCOLN IN THE ILLINOIS STATE 2599
 HISTORICAL LIBRARY. *A 2599

THE STATE SUPPORTS HOSPITALS FOR HANDICAPPED AND DEPENDENT 2600
 PEOPLE. *A 2600

IN SOME KINDS OF COURTS THE JUDGES ARE CALLED JUSTICES AND 2601
 MAGISTRATES. *A 2601

FIFTEEN PEOPLE SERVE ON A JURY. *B 2602

THE CENTENNIAL BUILDING WAS BUILT IN MEMORY OF ILLINOIS 100TH 2603
 BIRTHDAY AS A STATE. *A 2603

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY CHICAGO 0368
 LANDMARKS BY MATCHING DESCRIPTIONS AND NAMES OF LANDMARKS. #7

DIRECTIONS - BOB AND ANN HAVE TAKEN A TRIP TO CHICAGO TO VISIT THE LANDMARKS OF THE AREA. THEIR FRIEND, ANDY, IS GIVING THEM A TOUR. MATCH THE CORRECT LANDMARK WITH EACH DESCRIPTION.

0073

- A. ADLER PLAZA
- B. BOARD OF TRADE
- C. CHICAGO WATER TOWER
- D. CHICAGO HISTORICAL SOCIETY
- E. FIELD MUSEUM
- F. MERCHANDISE MART
- G. MUSEUM OF SCIENCE AND INDUSTRY
- H. SHEDD AQUARIUM
- I. TRIBUNE TOWER

I HAVE FUN HERE, ANDY TELLS BOB AND ANN. THIS BUILDING IS FULL OF EXHIBITS OF ANCIENT PEOPLES, PLANTS AND ANIMALS FROM ALL OVER THE WORLD SINCE WAY BACK. *E

2604
2604
2604

HERE IS A PLACE WHERE ONE MAY LEARN ABOUT STARS, THE SUN, AND OTHER HEAVENLY BODIES. UNDER THE BIG COPPER DOME IS AN AUDITORIUM. *A

2605
2605
2605

THIS BUILDING WAS ONE OF THE FEW BUILDINGS LEFT IN THE BURNED AREA AFTER THE CHICAGO FIRE, ANDY SAYS. AT NIGHT IT IS LIGHTED WITH AMBER LIGHTS. *C

2606
2606
2606

ONE OF THE *LARGEST* BUILDINGS IN THE WORLD IS IN CHICAGO, ANDY TELLS BOB AND ANN. IT HOUSES A BANK, AND A POST OFFICE AS WELL AS MANY SHOPS AND RESTAURANTS. IT A CENTER WHERE MANUFACTURERS HAVE THEIR SHOWROOMS. *F

2607
2607
2607
2607

HERE WE CAN SEE HOW MANY MODERN INDUSTRIES DEVELOPED, WE SHALL SEE SMALL SCALE MODELS OF HOW THEY ARE BUILT. *G

2608
2608

CORN, SOYBEANS, OATS, WHEAT, AND SOME COTTON ARE BOUGHT AND SOLD HERE, SAYS ANDY. WHY IS IT SO NOISY ANN ASKS. THE BUYERS ARE TRYING TO OUTBID OTHERS FOR THE GRAIN, ANDY REPLIES. *B

2609
2609
2609

LOOK AT ALL THE DIFFERENT KINDS OF FISH BOB EXCLAIMS. THERE ARE OVER 10,000 KINDS OF FISH FROM ALL PARTS OF THE WORLD HERE, ANDY TELLS HIM. *H

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2610

D. NORTH EASTERN STATES.

THE STUDENT SHOWS A KNOWLEDGE OF CHIEF OCCUPATION OF EACH STATE OF THE NORTHEAST REGION BY *A* SELECTING THE CORRECT OCCUPATION AND *B* CORRECTLY LABELING THE STATE WITH THE OCCUPATION. *D*

0230

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

- C. MAKING TEXTILES, MAKING PAPER, LEATHER WORK, FARMING, FISHING 2301001
- D. FARMING, LEATHER WORK, PAPER MAKING, AND PRINTING 2301001
- E. JEWELRY MAKING, POULTRY RAISING 2301001

VERMONT

- *A. DAIRY FARMING, MAKING MAPLE SUGAR, QUARRYING 2301002
- B. FARMING, FISHING, LUMBERING 2301002
- C. MAKING TEXTILES, MAKING PAPER, LEATHER WORK, FARMING, FISHING 2301002
- D. FARMING, LEATHER WORK, PAPER MAKING, AND PRINTING 2301002
- E. JEWELRY MAKING, POULTRY RAISING 2301002

NEW HAMPSHIRE

- A. DAIRY FARMING, MAKING MAPLE SUGAR, QUARRYING 2301003
- B. FARMING, FISHING, LUMBERING 2301003
- C. MAKING TEXTILES, MAKING PAPER, LEATHER WORK, FARMING, FISHING 2301003
- *D. FARMING, LEATHER WORK, PAPER MAKING, AND PRINTING 2301003
- E. JEWELRY MAKING, POULTRY RAISING 2301003

RHODE ISLAND

- A. DAIRY FARMING, MAKING MAPLE SUGAR, QUARRYING 2301004
- B. FARMING, FISHING, LUMBERING 2301004
- C. MAKING TEXTILES, MAKING PAPER, LEATHER WORK, FARMING, FISHING 2301004
- D. FARMING, LEATHER WORK, PAPER MAKING, AND PRINTING 2301004
- *E. JEWELRY MAKING, POULTRY RAISING 2301004

MASSACHUSETTS

- A. DAIRY FARMING, MAKING MAPLE SUGAR, QUARRYING 2301005
- B. FARMING, FISHING, LUMBERING 2301005
- *C. MAKING TEXTILES, MAKING PAPER, LEATHER WORK, FARMING, FISHING 2301005
- D. FARMING, LEATHER WORK, PAPER MAKING AND PRINTING 2301005
- E. JEWELRY MAKING, POULTRY RAISING 2301005

THE STUDENT WILL BE ABLE TO ASSESS INFORMATION BY CLASSIFYING THE VALIDITY OF CONCLUSIONS. *5n

DIRECTIONS - READ THE STORY BELOW CAREFULLY AND THEN READ EACH OF THE STATEMENTS FOLLOWING IT. DECIDE WHETHER THE STATEMENT IS PROBABLY TRUE, PROBABLY FALSE, OR THAT YOU ARE UNABLE TO SAY WHETHER IT IS TRUE OR FALSE FROM THE INFORMATION PROVIDED IN THE STORY.

A MONEY CROP FROM THE SEA

IN THE ATLANTIC OCEAN MANY MILES NORTH EAST OF PLYMOUTH THERE IS A HIGH LEVEL SHELF OF LAND BELOW THE WATER. THIS SHELF IS CALLED THE GRAND BANK. IT IS A GOOD FEEDING PLACE FOR CODFISH.

THREE TIMES A YEAR MEN GET TOGETHER AND GO TO THE GRAND BANK TO FISH. THEY USUALLY RETURN WITH THE BOAT FILLED WITH CODFISH.

AFTER THE FISH IS CLEANED AND SALTED IT IS LEFT IN THE SUN TO DRY. THE MEAT OF THE COD IS GOOD. THE BONES MAKE FINE FERTILIZER. THE OIL IS USED FOR MEDICINE.

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THE GRAND BANK WAS THE *BEST* SOURCE OF CODFISH FOR PLYMOUTH COLONY.

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3120

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

THE GRAND BANK IS ABOUT 100 MILES FROM PLYMOUTH.

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3121

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

THE FISH WERE CAUGHT IN NETS.

3122
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3122

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

CODFISH IS CAUGHT IN THE DEEPEST PART OF THE OCEAN.

3123
3123
3123
3123

- A. PROBABLY TRUE
- *B. PROBABLY FALSE
- C. CAN'T SAY

CODLIVER OIL IS MADE FROM CODFISH.

3124
3124
3124
3124

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE SOIL AND CLIMATIC CONDITIONS OF THE NEW ENGLAND STATES BY SELECTING THEM IN A GIVEN LIST. \$100

0027

ON THE BLANK NEXT TO EACH WORD, WRITE *A* IF THE WORD DESCRIBES THE SOIL AND/OR CLIMATE OF THE NEW ENGLAND STATES OR *B* IF THE WORD IS *NOT* DESCRIPTIVE OF NEW ENGLAND'S SOIL OR CLIMATE.

ROCKY *A

1649

HEAVY RAINFALL IN WINTER *B

1650

HILLY *A

1651

LONG, HOT, DRY SUMMERS *B

1652

MILD, SHORT WINTER *B

1653

SANDY *A

1654

MARSHY *B

1655

LONG, COLD WINTERS *A

1656

LITTLE RAINFALL ALL YEAR *A

1657

SHORT SUMMER *A

1658

GIVEN A LIST OF FAMOUS NEW ENGLANDERS, THE STUDENT WILL BE ABLE TO APPLY HIS KNOWLEDGE OF THEIR CONTRIBUTIONS TO AMERICAN HISTORY OR CULTURE BY MATCHING THE PERSONALITY WITH HIS HISTORICAL ROLE.
\$150

0028

THE LIST CONTAINS THE NAMES OF NEW ENGLAND WRITERS, POETS, POLITICIANS, ETC.. MARK EACH BLANK WITH ONE OF THE FOLLOWING CODE LETTERS.

- A. WRITER
- B. POET
- C. POLITICIAN
- D. OTHER

JOHN ADAMS *C	1659
JOHN GREENLEAF WHITTIER *B	1660
RALPH WALDO EMERSON *A	1661
JOHN KENNEDY *C	1662
ROBERT FROST *B	1663
PAUL REVERE *D	1664
CALVIN COOLIDGE *C	1665
HENRY DAVID THORFAU *A	1666
NATHANIEL HAWTHORNE *A	1667
DANIEL WEBSTER *C	1668
LOUISA MAY ALCOTT *A	1669
JOHNNY *CHAPMAN APPLESEED *D	1670
HENRY LONGFELLOW *B	1671
SAMUEL ADAMS *C	1672
THOMAS PAINE *A	1673

THE STUDENT WILL BE ABLE TO ASSESS INFORMATION BY CLASSIFYING THE VALIDITY OF CONCLUSIONS. \$40

0426

DIRECTIONS - READ THE STORY BELOW CAREFULLY AND THEN READ EACH OF THE STATEMENTS FOLLOWING IT. DECIDE WHETHER THE STATEMENT IS PROBABLY TRUE, PROBABLY FALSE, OR THAT YOU ARE UNABLE TO SAY WHETHER IT IS TRUE OR FALSE FROM THE INFORMATION PROVIDED IN THE STORY.

EVEN LONG AGO WHEN THE DUTCH LIVED IN THE VILLAGE OF NEW AMSTERDAM, THE HARBOR WAS A BUSY PLACE. AFTER THE COLONIES BECAME THE UNITED STATES OF AMERICA, MORE SHIPS FROM ALL OVER THE WORLD CARRIED GOODS IN AND OUT OF NEW YORK HARBOR. EARLY DUTCH AND ENGLISH SHIPS TOOK HIDES, FURS, LUMBER, AND

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3111

TO WEAR OR USE BEFORE THEY WERE SHIPPED.

3111

HUNDREDS OF FACTORIES WERE BUILT IN NEW YORK CITY.

3111

*A. PROBABLY TRUE

3111

*B. PROBABLY FALSE

3111

*C. CAN'T SAY

3111

MANY PEOPLE IN NEW YORK CITY WERE SHIP BUILDERS.

3111

*A. PROBABLY TRUE

3112

*B. PROBABLY FALSE

3112

*C. CAN'T SAY

3112

PEOPLE HAD LEARNED THAT THEY COULD MAKE MORE MONEY FROM
MANUFACTURED GOODS THAN BY SELLING THE RAW MATERIALS.

3112

*A. PROBABLY TRUE

3113

*B. PROBABLY FALSE

3113

*C. CAN'T SAY

3113

AS NEW YORK GREW TO BE A LARGE CITY MORE PEOPLE BECAME FARMERS.

3113

*A. PROBABLY TRUE

3114

*B. PROBABLY FALSE

3114

*C. CAN'T SAY

3114

3114

THE STUDENT WILL SHOW KNOWLEDGE OF THE SEQUENCE OF EVENTS IN THE
BUILDING OF NEW YORK CITY BY ARRANGING EVENTS IN CHRONOLOGICAL
ORDER. #50

0423

DIRECTIONS - NUMBER THE FOLLOWING EVENTS IN THE ORDER IN WHICH
THEY OCCURRED.

SETTLERS BEGAN TO SHIP FURS TO EUROPEAN MARKETS. *2

3079

NEW YORK CITY BECAME THE LARGEST CITY IN THE NEW WORLD. *5

3080

DUTCH SETTLERS CAME TO NEW AMSTERDAM. *1

3081

MANY IMMIGRANTS CAME TO LIVE IN THE HARBOR CITY OF NEW YORK. *3

3082

SHIPS, TRAINS, TRUCKS, AND BARGES BROUGHT RAW MATERIAL FOR NEW
YORK FACTORIES. *4

3083

3083

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE CONTRIBUTION GOOD
HARBORS PLAYED IN NEW YORK CITY'S GROWTH BY CHOOSING THE TRUE
STATEMENTS FROM A LIST. #40

0417

DIRECTIONS - CIRCLE THE *A* IN FRONT OF EACH STATEMENT THAT IS
TRUE. CIRCLE THE *B* IN FRONT OF EACH STATEMENT THAT IS FALSE.

AN EXCELLENT HARBOR HELPED NEW YORK BECOME A GOOD SEAPORT. *A

3049

NEW YORK BECAME A GOOD SEAPORT BECAUSE ALL OF THE PEOPLE LIVING
THERE WERE SAILORS. *B

3050

3050

MOUNTAINS SURROUNDING THE CITY PROTECTED SHIPS THAT SAILED INTO
NEW YORK HARBOR. *B

3053
3053

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF HOW NEW YORKERS
WORK TOGETHER TO SOLVE PROBLEMS BY MATCHING THE PROBLEM WITH
ATTEMPTED SOLUTIONS. %50

0418

DIRECTIONS - NEW YORKERS WORK TOGETHER TO SOLVE THEIR PROBLEMS.
MATCH THE PROBLEM BELOW WITH THE SOLUTION.

0102

- A. DAMS BUILT TO SAVE WATER
- B. MORE POWER PLANTS BUILT
- C. TALL BUILDINGS WERE BUILT
- D. NEW APARTMENTS BUILT
- F. BIG BRIDGES WERE BUILT
- F. OLD BUILDINGS TORN DOWN

CROWDED APARTMENTS *D

3054

SOME BUILDINGS WERE VERY OLD *F

3055

NEED FOR A BETTER WATER SUPPLY *A

3056

NOT ENOUGH ELECTRICITY *B

3057

LITTLE SPACE *C

3058

E. PACIFIC NORTH WEST

THE STUDENT SHOWS A KNOWLEDGE OF CHIEF OCCUPATIONS OF THE PACIFIC
NORTHWEST AREA BY %A0 SELECTING THE CORRECT OCCUPATION AND %B0
CORRECTLY LABELING THE STATE WITH THE OCCUPATION. %50

0244

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF
CHOICES.

0001

IDAHO

2301114

A. MINING, CATTLE AND SHEEP RAISING, FARMING

2301114

*B. LUMBERING, MINING, FARMING

2301114

C. LUMBERING, FARMING, FISHING, FOOD PREPARATION

2301114

D. LUMBERING, PAPERMAKING, BUILDING SHIPS AND AIRCRAFT

2301114

E. MINING, SMELTING, SHEEP RAISING, FARMING

2301114

MONTANA

2301115

A. MINING, CATTLE AND SHEEP RAISING, FARMING

2301115

B. LUMBERING, MINING, FARMING

2301115

C. LUMBERING, FARMING, FISHING, FOOD PREPARATION

2301115

D. LUMBERING, PAPERMAKING, BUILDING SHIPS AND AIRCRAFT

2301115

*E. MINING, SMELTING, SHEEP RAISING, FARMING

2301115

OREGON

2301116

A. MINING, CATTLE AND SHEEP RAISING, FARMING

2301116

H. LUMBERING, MINING, FARMING	2301116
*C. LUMBERING, FARMING, FISHING, FOOD PREPARATION	2301116
D. LUMBERING, PAPERMAKING, BUILDING SHIPS AND AIRCRAFT	2301116
F. MINING, SMELTING, SHEEP RAISING, FARMING	2301116

WASHINGTON

A. MINING, CATTLE AND SHEEP REISING, FARMING	2301117
H. LUMBERING, MINING, FARMING	2301117
C. LUMBERING, FARMING, FISHING, FOOD PREPARATION	2301117
*D. LUMBERING, PAPERMAKING, BUILDING SHIPS AND AIRCRAFT	2301117
F. MINING, SMELTING, SHEEP RAISING, FARMING	2301117

WYOMING

*A. MTNING, CATTLE AND SHEEP RAISING, FARMING	2301118
H. LUMBERING, MINING, FARMING	2301118
C. LUMBERING, FARMING, FISHING, FOOD PREPARATION	2301118
D. LUMBERING, PAPERMAKING, BUILDING SHIPS AND AIRCRAFTS	2301118
F. MINING, SMELTING, SHEEP RAISING, FARMING	2301118

F. SOUTH AND SOUTH EAST

THE PUPIL WILL DEMONSTRATE HIS KNOWLEDGE OF THE-LOCATION OF SELECTED NATURAL RESOURCES OF THE SOUTH BY CORRECTLY MATCHING THE RESOURCES WITH GIVEN STATES. #40	0236
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C DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.	0001
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LIMESTONE

A. ALABAMA, VIRGINIA, KENTUCKY, TENNESSEE	2301085
*B. MISSISSIPPI, ALABAMA, FLORIDA, GEORGIA	2301085
C. TEXAS, LOUISIANA, ARKANSAS, OKLAHOMA	2301085

OIL

A. ALABAMA, VIRGINIA, KENTUCKY, TENNESSEE	2301086
B. MISSISSIPPI, ALABAMA, FLORIDA, GEORGIA	2301086
*C. TEXAS, LOUISIANA, ARKANSAS, OKLAHOMA	2301086

NATURAL GAS

A. ALABAMA, VIRGINIA, KENTUCKY, TENNESSEE	2301087
B. MISSISSIPPI, ALABAMA, FLORIDA, GEORGIA	2301087
*C. TEXAS, LOUISIANA, ARKANSAS, OKLAHOMA	2301087

COAL

*A. ALABAMA, VIRGINIA, KENTUCKY, TENNESSEE	2301088
B. MISSISSIPPI, ALABAMA, FLORIDA, GEORGIA	2301088
C. TEXAS, LOUISIANA, ARKANSAS, OKLAHOMA	2301088

C THE PUPIL WILL DISPLAY HIS KNOWLEDGE OF THE T V A SYSTEM BY SELECTING THE CORRECT FACTS ABOUT IT IN GIVEN SITUATIONS. #60	0237
--	------

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF

CHOICES.

THE TENNESSEE VALLEY MAY BE REFERRED TO AS A

2301089

A. WATER BASIN.

2301089

B. DAM.

2301089

C. SHOAL.

2301089

*D. WATERSHED.

2301089

THE TVA HAS HELPED TO DEVELOP THE RESOURCES OF THE TENNESSEE VALLEY BY

2301090

A. CONTROLLING FLOODS.

2301090

B. IMPROVING NAVIGATION.

2301090

C. PRODUCING ELECTRIC POWER.

2301090

*D. ALL OF THE ABOVE

2301090

OAK RIDGE, TENNESSEE IS FAMOUS FOR ITS

2301091

*A. ATOMIC ENERGY PLANT.

2301091

B. FOREST CONSERVATION.

2301091

C. SOIL CONSERVATION PROGRAM.

2301091

TVA'S PROGRAM OF SOIL AND FOREST CONSERVATION IS CLOSELY RELATED TO

2301092

A. ATOMIC ENERGY DEVELOPMENT.

2301092

*B. FLOOD CONTROL.

2301092

C. DAMS AND RESERVOIRS.

2301092

D. NONE OF THE ABOVE

2301092

THE TENNESSEE VALLEY AUTHORITY'S MAIN PURPOSE WAS TO

1682

A. PREVENT DISTRUCTION OF FORESTS BY IMPOSING LAWS ON LUMBER COMPANIES.

B. TEACH FARMERS TO ROTATE THEIR CROPS.

C. TEACH FARMERS TO PLOW LAND SLOPES HORIZONTALLY.

*D. PREVENT THE TOPSOIL FROM BEING CARRIED AWAY AFTER FLOODS OR RAINS.

HOW DID THE TVA HELP INDUSTRY IN THE SOUTH

1683

A. IT PROVIDED MANPOWER.

B. IT PRODUCED NEW WAYS OF GETTING GOODS TO MARKET.

*C. IT PROVIDED THE ENERGY NEEDED TO RUN THE PLANTS.

D. IT ADDED NEW MINERALS TO THE LAND.

THE STUDENT CAN DISPLAY HIS ABILITY TO RECALL THE SIGNIFICANCE OF HOW SELECTED PHYSICAL FEATURES CONTRIBUTED TO THE DEVELOPMENTAL PATTERN OF THE REGION OF SOUTHERN AND SOUTHEASTERN UNITED STATES BY APPLYING THE APPROPRIATE FEATURES IN GIVEN SITUATIONS. %13

0093

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

A MONEY CROP IS ONE A FARMER RAISES TO SELL. THE SOUTHEAST WAS A GOOD PLACE TO RAISE MONEY CROPS BECAUSE MOST OF THE LAND WAS

2300184

A. A NETWORK OF VALLEYS.

2300184

*B. COASTAL PLAIN.

2300184

C. PIEDMONT.

2300184

D. MOUNTAINOUS.

2300184

2300184

THE AREA OF ROLLING HILLS THAT RISE FROM LEVEL LAND AND IS AT THE BASE OF THE APPALACHIAN MOUNTAINS

- A. A DELTA.
- B. THE COASTAL PLAIN.
- *C. THE PIEDMONT.
- D. A PLATEAU.

2300185
2300185
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2300185

THERE ARE MANY RIVERS IN THE SOUTH WHICH START IN THE MOUNTAINS AND FLOW TO THE ATLANTIC OR THE GULF OF MEXICO. THE WATER FALLS FROM THE HIGHER LAND TO THE LEVEL LAND OF THE PLAIN. THE EASTERN EDGE OF THE PIEDMONT IS, THEREFORE, CALLED THE FALL LINE.

2300186
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2300186

WHAT WAS THE MOST IMPORTANT REASON FOR LOCATING EARLY FACTORIES ON RIVERS ALONG THE FALL LINE? THE FACTORIES

- A. COULD SHIP THEIR PRODUCTS DOWN STREAM TO THE SEA PORTS.
- B. COULD TRANSPORT THE RAW MATERIALS THEY NEED ON THE RIVERS.
- C. NEEDED WATER FOR THEIR WORKERS TO DRINK.
- *D. NEEDED THE POWER OF FALLING WATER TO RUN THEIR MACHINES.

2300186
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2300186

WHERE WOULD YOU EXPECT TO FIND MORE PEOPLE RAISING CROPS?

- *A. BELOW THE FALL LINE
- B. ON THE FALL LINE
- C. ABOVE THE FALL LINE
- D. JUST ALONG RIVERS

2300187
2300187
2300187
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2300187

WHY WAS THE SOUTH IDEAL FOR RAISING MONEY CROPS SUCH AS COTTON AND TOBACCO?

- A. CROPS WOULDN'T SPOIL WHEN SHIPPED.
- B. HUGE AREAS OF LEVEL LAND
- C. CLIMATE AND GROWING SEASON WAS SUITED TO THE CROPS.
- *D. ALL OF THE ABOVE

2300188
2300188
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2300188

WHAT IS THE *MOST* IMPORTANT REASON FOR NEW ORLEANS BECOMING AN IMPORTANT SEA PORT?

- A. IT IS ON THE ATLANTIC COAST.
- *B. IT IS AT THE MOUTH OF THE MISSISSIPPI RIVER.
- C. IT IS NEAR SOUTH AMERICA.
- D. IT IS ON THE GULF OF MEXICO.

2300189
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IF YOU WERE A FARMER IN THE TENNESSEE VALLEY, WHICH OF THE FOLLOWING HAS HELPED YOU THE MOST?

- A. CROP ROTATION
- *B. TVA
- C. FERTILIZERS
- D. FARM MACHINERY

2300190
2300190
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2300190

WHERE WOULD YOU BE STANDING IF YOU COULD SEE ACRES OF COTTON PLANTED IN ROWS?

- *A. MISSISSIPPI.
- B. FLORIDA.
- C. NORTH CAROLINA.
- D. KENTUCKY.

2300191
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2300191

THE SANDY SHORES AND WARM CLIMATE OF THE SOUTHERNMOST STATES OF THIS AREA HAS ATTRACTED MANY

- A. FISH.
- *B. TOURISTS.
- C. BIRDS.
- D. PEARL DIVERS.

2300192
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2300192

CATTLE RAISING IS A PROFITABLE BUSINESS IN THE SOUTH BECAUSE

- A. CORN FOR FEED IS RAISED ON THE SOUTH.
- *B. CATTLE CAN GRAZE ALL YEAR LONG

2300193
2300193
2300193

- C. ROCKY SOIL MAKES FARMING IMPOSSIBLE.
- D. THE LAND IS TOO HILLY FOR FARMS.

2300193
2300193

COTTON AND TOBACCO ARE IMPORTANT CROPS IN THE SOUTH BECAUSE THERE IS

- *A. A LONG GROWING SEASON.
- B. LOTS OF RAIN.
- C. ROCKY SOIL.
- D. AN EARLY FROST.

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2300194

IF YOU HAD AN ORANGE GROVE IN FLORIDA WHAT WOULD YOU BE THE MOST WORRIED ABOUT?

- A. THREE DAYS OF RAIN
- B. FINDING A MARKET TO BUY THE ORANGES
- C. NOT ENOUGH FRUIT PICKERS
- *D. AN EARLY FROST

2300195
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TREES GROW TWICE AS RAPIDLY IN THE SOUTH AS IN THE NORTH BECAUSE THERE IS PLENTY OF RAIN AND THE CLIMATE IS WARM. IN THE SOUTH AS COMPARED TO THE NORTH YOU WOULD GET

- A. LARGER AND STRONGER TREES.
- B. HALF THE NUMBER OF TREES.
- *C. DOUBLE THE NUMBER OF TREES.
- D. THE SAME NUMBER OF TREES.

2300196
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THE STUDENT WILL DISPLAY HIS KNOWLEDGE OF AN AREA'S REGIONAL HISTORY BY USING IT TO EXPLAIN THE RELATIONSHIP BETWEEN PAST AND PRESENT. *100

0095

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

THE POWERFUL NATIONS OF EUROPE, WANTING MORE WEALTH, SENT THEIR SHIPS TO AMERICA. WHAT IS AN EXAMPLE OF THIS IN THE EARLY DAYS OF AMERICA?

- A. TRAPPERS CAUGHT ANIMALS FOR THEIR FUR.
- B. TRADERS BOUGHT FURS FROM THE INDIANS FOR AXES, BEADS AND OTHER GOODS.
- *C. EXPLORERS CLAIMED THE LAND FOR THEIR COUNTRY.
- D. SETTLERS CLEARED THE LAND AND FARMED.

2300207
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MANY EARLY COLONISTS HAD CLOSE ECONOMIC TIES WITH THEIR HOMETOWN. THEY WOULD NOT USE THEIR PRODUCTS THEMSELVES BUT WOULD SHIP THEM HOME TO BE SOLD. THE * IS *NOT* AN EXAMPLE OF THIS.

- A. COTTON PLANTER
- B. TOBACCO PLANTER
- C. FUR TRADER
- *D. FARMER

2300208
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THE SPANISH, FRENCH AND ENGLISH ALL SETTLED IN DIFFERENT PARTS OF THE SOUTH. HOW COULD YOU TELL *TODAY* WHO WERE THE EARLY SETTLERS?

- A. THE WAY PEOPLE MAKE A LIVING
- B. THE LANGUAGE THAT IS SPOKEN
- C. THE CLOTHES THE PEOPLE WEAR
- *D. THE NAMES OF STATES, CITIES AND STREETS

2300209
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THE * * CLAIMED FLORIDA FOR THEIR COUNTRY AND SETTLED THERE. 2300210
 A. FRENCH 2300210
 *B. SPANISH 2300210
 C. INDIANS 2300210
 D. ENGLISH 2300210

THE USE OF THE STEAMBOAT MADE THE TRADE ALONG THE MISSISSIPPI RIVER GROW QUICKLY. WHICH TOWN BECAME AN IMPORTANT MARKET BECAUSE OF THISO 2300211
 A. NEW ORLEANS 2300211
 B. BALTIMORE 2300211
 C. ST. AUGUSTINE 2300211
 D. JAMESTOWN 2300211

THE EARLY EXPLORERS OF ENGLAND, FRANCE AND SPAIN ALL CAME TO AMERICA TO 2300212
 A. TRAP ANIMALS. 2300212
 *B. FIND RICHES. 2300212
 C. FARM. 2300212
 D. TRADE WITH INDIANS. 2300212

A REAL EXAMPLE OF AMERICA IN THE DAYS BEFORE THE WHITE MAN CAME CAN BE FOUND 2300213
 A. IN THE MUSEUMS. 2300213
 B. AMONG THE CHEROKEE INDIANS. 2300213
 C. IN THE EARLY HISTORY BOOKS. 2300213
 *D. AMONG THE SEMINOLE INDIANS. 2300213

COTTON AND TOBACCO PLANTATIONS OWNERS COULD PLANT, CULTIVATE, AND HARVEST *HUGE* AREAS OF LAND BECAUSE OF 2300214
 A. THE RICH SOIL. 2300214
 *B. THEIR SLAVE LABORERS. 2300214
 C. THE WARM CLIMATE. 2300214
 D. THE NEAREST TO SEAPORTS. 2300214

OVER 100 YEARS AGO DURING THE CIVIL WAR THE NEGROES WERE FREED BUT THIS FREEDOM FROM SLAVERY DID NOT RESULT IN THE SAME RIGHTS FOR NEGROES AS FOR WHITE U.S. CITIZENS. WHAT DO WE HAVE TODAY AS A RESULT OF THISO 2300215
 A. NEGROES ARE RETURNING TO THE SOUTH. 2300215
 B. SOME NEGROES HAVE BEEN ELECTED TO CONGRESS. 2300215
 C. THERE ARE MORE NEGROES GOING TO COLLEGE. 2300215
 *D. THERE ARE RIOTS IN THE NEGRO DISTRICTS IN THE CITIES. 2300215

THE COTTON GIN AND THE COTTON PICKING MACHINE TOOK WORK AWAY FROM MANY NEGRO WORKERS. THE FACTORIES IN THE NORTH GREW LARGER AND NEW FACTORIES WERE BUILT. WHAT IS THE RELATIONSHIP BETWEEN THESE TWO THINGSO 2300216
 *A. NEGROES MOVED NORTH TO WORK IN THE FACTORIES. 2300216
 B. COTTON COULD BE PICKED MUCH MORE QUICKLY. 2300216
 C. COTTON COULD BE SEPARATED FROM ITS SEEDS FIFTY TIMES FASTER THAN BY HAND. 2300216
 D. TEXTILE FACTORIES WERE BUILT IN THE SOUTH. 2300216

THE STUDENT WILL BE ABLE TO ANALYZE THE EFFECTS OF THE LARGE SCALE CONSERVATION PROGRAM BEGUN IN THE SOUTH IN THE 1930.S BY SELECTING THOSE ITEMS WHICH SIGNIFICANTLY ADDED TO THE PRESERVATION 0030

TION OF THE LAND AND WATER SYSTEMS. #3

CHOOSE THE 3 STATEMENTS THAT DO *NOT* DESCRIBE THE RESULTANT EFFECTS OF THE TVA.

SOME EFFECTS OF THE TVA ARE

1684

- *A. NEW SOURCES OF HYDROELECTRIC POWER RESULT FROM WATER BEING ALLOWED TO FLOW OVER DAMS.
- B. FORESTS HAVE BEEN PRESERVED AND PLANTED.
- C. ATOMIC ENERGY PLANTS HAVE BEEN INSTALLED TO PROVIDE THE AREA WITH ENERGY.
- D. CERTAIN CROPS ARE PLANTED NOT ONLY FOR THEIR MARKET VALUE, BUT ALSO BECAUSE THEY ARE GOOD FOR THE SOIL.
- *F. A SYSTEM OF LOCKS AND CANALS ENABLE LARGE SHIPS TO TRAVEL THE INLAND WATERWAYS.
- F. FARMERS NOW ROTATE CROPS TO PRESERVE THE SOIL.
- G. INDUSTRIES HAVE COME BECAUSE THEY ARE ABLE TO OPERATE SINCE THERE IS ALWAYS A TREMENDOUS SUPPLY OF POWER AVAILABLE.
- *H. GOOD TOPSOIL IS CARRIED DOWNSTREAM AND THUS CONTRIBUTES TO THE FERTILITY OF THE DELTA.
- I. MEN HAVE LEARNED TO CONSTRUCT FLOOD WALLS OR LEVEES TO PREVENT FLOODING OF THEIR FIELDS.

THE PUPIL WILL BE ABLE TO EVALUATE THE REASONS FOR POVERTY IN THE HILLS OF THE SOUTH BY SELECTING PROBLEMS WHICH ARE DIRECTLY OR INDIRECTLY RELATED. #8

0029

IF THE STATEMENT IS A CAUSE FOR POVERTY, MARK *C*, IF NOT, MARK *D* ON THE BLANK.

PEOPLE WHO LIVE IN THE MOUNTAINS AND HILLS OF VIRGINIA, WEST VIRGINIA AND NORTH CAROLINA ARE OFTEN VERY POOR BECAUSE

THEY ARE TOO LAZY TO WORK. *D

1674

THERE ARE FEW JOBS AVAILABLE. *C

1675

THE COAL MINES ARE NOT AS BUSY AS THEY USED TO BE. *C

1676

FARMING IS DIFFICULT BECAUSE OF THE SOIL. *C

1677

ROADS ARE POOR AND TRANSPORTATION TO PLACES OF EMPLOYMENT IS DIFFICULT. *C

1678

THERE AREN'T MANY RAW MATERIALS, SOURCES OF POWER, SKILLS, OR MODES OF TRANSPORTATION, THEREFORE, THERE ARE NOT MANY FACTORIES IN THE HILLS. *C

1679

HILL PEOPLE DON'T WANT THINGS TO BE ANY DIFFERENT. *D

1680

MANY HILL PEOPLE DO NOT GET A CHANCE TO FINISH SCHOOL AND THEREFORE, HAVE NO SKILLS. *C

1681

G. WESTERN STATES

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE REASONS AMERICAN PIONEERS SETTLED THE WEST BY CORRECTLY ASSOCIATING THE PIONEERS AND THE AREAS THEY SETTLED WITH A LIST OF PROBABLE REASONS. %4n

0238

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

NATHANIAL WYETH LED THE FIRST AMERICAN SETTLERS OVER THE OREGON TRAIL TO

- *A. TEACH CHRISTIANITY TO THE INDIANS.
- B. RELOCATE THE LATTER DAY SAINTS.
- C. KEEP ORDER FOR THE MEXICAN GOVERNOR.
- D. COMPLETE THE OREGON SHORT LINE.

2301093
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BRIGHAM YOUNG LED A GROUP OF RELIGIOUS SETTLERS WEST OF THE ROCKY MOUNTAINS BECAUSE THEY

- A. WANTED TO BUILD MISSIONS.
- B. WANTED TO TEACH CHRISTIANITY TO THE INDIANS.
- C. NEEDED HIGHER ECONOMIC STANDARDS.
- *D. HAD DIFFICULTY WITH NEIGHBORS.

2301094
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JOHN FREMONT SOLD SETTLERS ON MOVING TO CALIFORNIA BECAUSE

- A. THE MEXICAN GOVERNMENT DIDN'T ALLOW SELF GOVERNMENT IN CALIFORNIA.
- B. FREMONT SAID THAT THE UNITED STATES AND MEXICO WOULD SOON BE AT WAR.
- C. THE SETTLERS WANTED TO CHANGE THE WAY CALIFORNIA WAS GOVERNED.
- *D. ALL OF THE ABOVE

2301095
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JOHN C. FREMONT, AN ARMY OFFICER OF THE 1840'S AND 50'S, BROUGHT THOUSANDS TO CALIFORNIA TO *

- A. PAN GOLD
- B. BUILD FORTS
- C. FIGHT INDIANS
- *D. MAKE HOMES

2301096
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THE PUPIL CAN DEMONSTRATE HIS KNOWLEDGE OF DISCOVERIES OF THE EARLY EXPLORERS OF THE WEST BY MATCHING THEIR NAME WITH TERRITORY THAT EACH OF THEM EXPLORED. %3n

0239

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

CREDIT FOR THE DISCOVERY OF CALIFORNIA IS GIVEN TO

- A. CORTEZ.
- B. PORTOLA.
- *C. CARRILLO.
- D. FATHER SERRA.

2301097
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FATHER SERRA ESTABLISHED THE FIRST MISSION ON THE SITE OF

- A. SAN FRANCISCO.
- B. SAN MIGUEL.
- C. SAN JOAQUIN.

2301098
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2301098

*D. SAN DIEGO.

2301098

WHAT WAS THE NAME OF THE AMERICAN WHO SAILED AROUND THE TIP OF SOUTH AMERICA AND EXPLORED THE COLUMBIA VALLEY.

2301099

2301099

*A. CAPTAIN GRAY

2301099

B. CAPTAIN COOK

2301099

*C. ZERULON PIKE

2301099

D. WILLIAM CLARK

2301099

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE CHRONOLOGY OF EVENTS CONNECTED WITH THE SETTLING OF THE WEST BY CORRECTLY ASSOCIATING THE EVENT WITH GIVEN LISTS OF DATES. %40

0240

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

THE CENTRAL PACIFIC JOINED THE UNION PACIFIC AT PROMONTORY, UTAH BETWEEN

2301100

2301100

A. 1840 AND 1845.

2301100

B. 1855 AND 1860.

2301100

*C. 1865 AND 1870.

2301100

D. 1895 AND 1900.

2301100

THE UNITED STATES CONGRESS PASSED THE HOMESTEAD ACT IN THE

2301101

A. 1030.S.

2301101

B. 1840.S.

2301101

*C. 1860.S.

2301101

D. 1880.S.

2301101

SILVER WAS DISCOVERED AT VIRGINIA CITY ABOUT * * YEARS AFTER THE GOLD RUSH.

2301102

2301102

*A. 10

2301102

B. 20

2301102

C. 30

2301102

D. 40

2301102

OUR COUNTRY NO LONGER HAD A FRONTIER AFTER * *.

2301103

A. 1840

2301103

B. 1850

2301103

C. 1870

2301103

*D. 1890

2301103

THE PUPIL SHOWS HIS KNOWLEDGE OF MAJOR AGRICULTURAL PRODUCTS OF CALIFORNIA BY CORRECTLY RANKING THE IMPORTANCE OF EACH PRODUCT OR IDENTIFYING THE MAIN AREA WHERE IT IS CULTIVATED IN GIVEN SITUATIONS. %70

0242

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

CALIFORNIA'S MOST IMPORTANT FARMING AREA IS IN THE

2301105

A. SIERRA NEVADA.

2301105

B. LOS ANGELES LOWLAND.

2301105

*C. CENTRAL VALLEY.

2301105

THE SAN JOAQUIN VALLEY IS FAMOUS FOR ITS CROP OF

- A. SUGAR BEETS.
- B. HAY.
- *C. COTTON.
- D. RICE.

2301106
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2301106

THE LARGEST MONEY CROP IN CALIFORNIA IS

- A. FRUIT AND NUTS.
- *B. VEGETABLES.
- C. COTTON.
- D. SUGAR BEETS.

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OF ALL THE VEGETABLES RAISED IN THE UNITED STATES, CALIFORNIA PRODUCES ABOUT

- A. ONE-HALF.
- *B. ONE-THIRD.
- C. ONE-TENTH.
- D. THREE-QUARTERS.

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CALIFORNIA RANKS FIRST IN THE NATION IN THE PRODUCTION OF

- A. COTTON.
- *B. FRUIT.
- C. CATTLE.
- D. SORGHUM.

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IN CALIFORNIA THE MOST IMPORTANT LIVESTOCK PRODUCT IS

- *A. BEEF CATTLE.
- B. DAIRY CATTLE.
- C. SHEEP.
- D. POULTRY.

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CALIFORNIA LEADS THE COUNTRY IN THE PRODUCTION OF

- A. CATTLE.
- B. COTTON.
- C. HOGS.
- *D. EGGS.

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THE PUPIL CAN DEMONSTRATE HIS KNOWLEDGE OF THE EFFECTS OF TOPOGRAPHICAL FEATURES ON LAND USE BY SELECTING THE USE TO WHICH A GIVEN LAND AREA OF THE UNITED STATES IS PUT. 30n

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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

THE BASINS OF THE ROCKY MOUNTAINS ARE BEST USED FOR

- A. FARMING.
- *B. GRAZING.
- C. SWIMMING.
- D. SKIING.

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THE BASIN AND RANGE COUNTRY OF NEVADA IS TYPICALLY TOO

- *A. DRY FOR FARMING.
- B. COLD FOR FARMING.
- C. WET FOR FARMING.
- D. FLAT FOR FARMING.

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IN THE ROCKY MOUNTAINS MUCH OF THE LAND IS USEFUL ONLY FOR

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- A. RAILROADING.
- B. MINING.
- C. FARMING.
- *D. FORESTRY.

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HISTORY

A. EARLY MAN

STUDENTS WILL SHOW THEIR KNOWLEDGE OF THE SIGNIFICANCE OF THE INVENTION OF THE WHEEL BY ANSWERING QUESTIONS ABOUT ITS HISTORY AND ITS VALUE TO CIVILIZATION. %80

0110

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

THE WHEEL WAS INVENTED BY MAN ABOUT

- *A. 5,000 YEARS AGO.
- B. 20,000 YEARS AGO.
- C. 1,000 YEARS AGO.
- D. 2,000 YEARS AGO.

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THE ONLY EARLY MEN WHO USED THE WHEEL WERE THOSE WHO HAD SOME CONTACT WITH THE PEOPLE OF

- A. THE AMAZON VALLEY.
- B. THE MISSISSIPPI VALLEY.
- *C. THE TIGRIS-EUPHRATES VALLEY.
- D. THE CONGO VALLEY.

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LONG AFTER THE EGYPTIANS HAD DEVELOPED THE WHEEL, THEY STILL USED THE SLEDGE TO TRANSPORT THE DEAD BECAUSE IT

- A. MOVED MORE SMOOTHLY THAN A CART WITH WHEELS.
- B. WAS EASIER TO PULL.
- *C. WAS MORE RESPECTFUL THAN ONE WITH WHEELS.
- D. WAS FASTER TO BUILD THAN A CART WITH WHEELS.

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THE MOST POPULAR WHEELED VEHICLE OF THE ROMANS WAS THE

- A. SLEDGE.
- *B. CHARIOT.
- C. WAGON.
- D. TRAVOIS.

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IN ANCIENT CHINA WHEELED VEHICLES WERE USED ONLY FOR THE EMPEROR AND FOR

- A. RELIGIOUS IDOLS.
- *B. FREIGHT.
- C. THE DEAD.
- D. THE MAIL.

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THE MOST UNIVERSAL CHINESE WHEELED VEHICLE IS THE

- A. SLEDGE.
- B. WAGON.

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- C. CHARIOT.
- *D. WHEELBARROW.

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AFTER THE FALL OF THE ROMAN EMPIRE, TRAVEL WAS MOSTLY ON HORSE-
BACK INSTEAD OF ON WHEELED VEHICLES BECAUSE

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- A. THE BARRARIANS DESTROYED THE WHEELED VEHICLES.
- *B. THE PEOPLE FINALLY LEARNED TO TAME THE HORSE WELL ENOUGH TO
RIDE IT WITH SAFETY.
- C. THE PEOPLE COULD NO LONGER AFFORD TO BUILD CHARIOTS AND
WAGONS.
- *D. IT WAS THE SAFEST WAY TO TRAVEL DURING THOSE TIMES.

MOST OF THE FREIGHT HAILED IN COLONIAL AMERICA WAS TRANSPORTED
BY THE

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- *A. CONESTOGA WAGON.
- B. ENGLISH STAGECOACH.
- C. AMERICAN STANDARD GIG.
- D. AMERICAN BUGGY.
- E. PRAIRIE SCHOONER.

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE ABOUT EARLY ATTEMPTS
AT TRANSPORTATION BY IDENTIFYING SELECTED FACTS ABOUT IT. %30

0184

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF
CHOICES.

0001

MAN'S GREATEST INVENTION OF ALL TIMES IS THE USE OF

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- A. FIRE.
- B. LAMPS.
- *C. THE WHEEL.
- D. THE PLOW.
- E. THE TELEPHONE.

IT IS PROBABLY THAT MAN GOT HIS FIRST IDEA OF TRANSPORTATION
BY WATER FROM

2300632
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2300632

- A. THE GODS.
- B. FISH.
- *C. OTHER ANIMALS.
- D. HIS DREAMS.

THE FIRST SUCCESSFUL ATTEMPT BY MAN TO FLY WAS BY USING

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- A. WAX AND FEATHERS.
- *B. BALLOONS.
- C. SAILS AS WINGS.
- D. GLIDERS.

STUDENTS WILL SHOW THAT THEY COMPREHEND THE IMPORTANT DIFFERENCE
BETWEEN EARLY MAN AND OTHER ANIMALS BY IDENTIFYING THOSE CHARACTER-
ISTICS THAT DIFFERENTIATE. %50

0116

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF
CHOICES.

0001

THE MOST IMPORTANT OF MAN'S ADVANTAGES OVER OTHER ANIMALS WAS HIS
A. HAND.

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- *B. BRAIN.
- C. SPEECH.
- D. POSTURE.

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ALL WILD ANIMALS FEAR FIRE. MAN LEARNED TO USE IT AND THE ANIMALS DID NOT BECAUSE

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- A. HE LIKED THE FLAVOR OF COOKED MEAT BETTER THAN RAW.
- B. HE NEEDED TO KEEP HIS CAVES WARMER THAN DID OTHER ANIMALS.
- *C. HIS CURIOSITY CONQUERED HIS FEAR AND THEN HE FOUND FIRE USEFUL.

THE FIRST REAL MAN PROGRESSED VERY SLOWLY ALONG THE ROAD TO CIVILIZATION COMPARED TO MODERN MAN BECAUSE

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- A. HE HAD NO WRITTEN RECORDS FROM WHICH TO LEARN.
- B. HE HAD FEW INVENTIONS FROM HIS PAST ON WHICH TO BUILD.
- C. HE HAD TO SPEND MOST OF HIS TIME FINDING AND EATING FOOD.
- *D. ALL OF THE ABOVE

THE FIRST REAL MAN WAS SIMILAR TO MODERN MAN EXCEPT THAT HE WAS

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- A. SHORTER AND HAD A MORE NARROW NOSE.
- B. TALLER AND HAD EYES MORE DEEPLY SET.
- C. STOCKY AND HAD A HIGHER FOREHEAD.
- *D. SHORTER AND HAD HEAVIER BROW RIDGES.

THE BRAIN OF THE FIRST REAL MAN WAS

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- A. LARGER THAN OURS.
- B. SMALLER THAN OURS.
- *C. THE SAME SIZE AS OURS.

GIVEN A TIME LINE SHOWING MILESTONES IN MAN'S HISTORY, THE STUDENT WILL DEMONSTRATE HIS ABILITY TO USE THIS INFORMATION TO CORRECTLY IDENTIFY THE TIME RELATIONSHIPS AMONG THESE EVENTS.
85

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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

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WHICH OF THE FOLLOWING PERIODS WAS LONGEST?

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- *A. FOOD GATHERING
- B. HUNTING
- C. FARMING
- D. NONE OF THESE

AT ABOUT WHAT TIME IN MAN'S HISTORY DID HE BEGIN TO USE FIRE?

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- A. AS SOON AS HE APPEARED.
- *B. ABOUT THE TIME THAT HE BEGAN HUNTING
- C. ABOUT HALFWAY THROUGH HIS HISTORY
- D. ABOUT 5,000 B.C.

MAN DOMESTICATED THE DOG

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- A. BEFORE HE BEGAN USING FIRE.
- B. BEFORE HE BEGAN GATHERING FOOD.
- *C. BEFORE HE BEGAN TO FARM.
- D. AFTER HE BEGAN TO DEVELOP TOWNS.

MAN BEGAN TO DEVELOP INTO A TOWN DWELLER ABOUT

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- A. 15,000 B.C.
- *B. 10,000 B.C.

- *C. 5,000 B. C.
- D. 2,000 B. C.

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WHEN MAN FIRST APPEARED ON THE EARTH, HE

- A. HUNTED.
- *B. GATHERED FOOD.
- C. FARMED.
- D. USED FIRE.

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STUDENTS WILL DEMONSTRATE HIS KNOWLEDGE OF THE CONTRIBUTIONS AND CHARACTERISTICS OF THE NEOLITHIC AGE BY IDENTIFYING COMMON FEATURES OF IT AND THE MANNER OF DATING IT FROM A GIVEN LIST. #40

0157

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

THE REALLY IMPORTANT ACHIEVEMENT OF THE NEOLITHIC AGE WAS THE

- A. USE OF FIRE.
- *B. DOMESTICATION OF PLANTS AND ANIMALS.
- C. INVENTION OF WRITING.
- D. DEVELOPMENT OF GOVERNMENT.

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WE OFTEN SPEAK OF THE NEOLITHIC AGE AS THE

- A. AGE OF DINOSAURS.
- B. UPPER PALEOLITHIC AGE.
- C. OLD STONE AGE.
- *D. NEW STONE AGE.

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WE SPEAK OF THE NEOLITHIC AGE AS A TIME OF REVOLUTION BECAUSE

- A. MEN OFTEN FOUGHT EACH OTHER.
- B. THE PEOPLE WOULD OVER THROW THE LEADERS.
- *C. THE PEOPLE DISCOVERED AGRICULTURE.
- D. PEOPLE BEGAN TO HUNT TOGETHER.

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WE CAN MOST ACCURATELY DATE SOME REMAINS OF THE NEOLITHIC AGE BY

- A. RELATING THEM TO WHAT WE SEE AROUND THEM.
- B. COUNTING THE LAYERS OF EARTH ON TOP OF THEM.
- *C. MEASURING THE AMOUNT OF RADIOACTIVITY REMAINING IN THEM.
- D. DETERMINING HOW THEY WERE USED BY MEN.

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STUDENTS WILL DISPLAY HIS KNOWLEDGE OF PEKING MAN BY SELECTING SPECIFIC CHARACTERISTICS ABOUT HIM FROM A GIVEN LIST. #30

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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

BECAUSE WE KNOW THAT NEANDERTHAL MAN PUT TOOLS IN HIS GRAVE, WE CAN ASSUME THAT HE

- A. WORSHIPPED A GOD.
- B. FELT TOOLS TO BE SACRED.
- *C. BELIEVED IN AN AFTERLIFE.
- D. ALL OF THE ABOVE

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MOST SCIENTISTS REFUSED TO BELIEVE THAT PREHISTORIC MAN EXISTED UNTIL A FRENCHMAN NAMED LARTET FINALLY DISCOVERED

- A. REMAINS OF BONES OF PREHISTORIC MAN.
- B. REMAINS OF PREHISTORIC MAN'S HOMES.
- C. TOOLS USED BY PREHISTORIC MAN.
- *D. A PREHISTORIC ANIMAL'S PICTURE ON THE HORN OF A PREHISTORIC ANIMAL.
- E. CAVE PAINTINGS MADE BY PREHISTORIC MAN.

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MANY OF THE NAMES GIVEN TO PREHISTORIC MEN WERE TAKEN FROM THE NAME OF THE

- A. SCIENTISTS WHO DISCOVERED THEM.
- *B. TOWN WHERE THEY WERE FOUND.
- C. GEOLOGIC PERIOD WHEN THEY LIVED.
- D. DYNASTY RULING AT THE TIME.

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CAVE PAINTINGS OF EARLY MAN WERE PROBABLY

- A. A PRACTICE OF MAGIC.
- B. FERTILITY SYMBOLS.
- C. RECORDS OF DEEDS AND RELIEFS.
- *D. ALL OF THE ABOVE

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IT'S PROBABLY TRUE THAT EARLY MAN HAD MORE THAN ONE WIFE AND THERE WERE MORE WOMEN THAN MEN BECAUSE

- A. WOMEN CAN WITHSTAND DISEASE BETTER THAN MEN.
- B. MEN NEEDED LOTS OF WOMEN TO HELP IN THE HOME.
- C. YOUNG BOY BABIES WERE KILLED IF THEY WERE NOT STRONG AND HEALTHY.
- *D. MEN DID THE HUNTING AND WERE OFTEN KILLED.

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ABOUT HOW OLD IS OUR EARTH?

- A. 20.3 BILLION YEARS
- B. 10.6 BILLION YEARS
- *C. 4.7 BILLION YEARS
- D. 80.1 MILLION YEARS
- E. 20.9 MILLION YEARS

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ABOUT HOW OLD ARE THE EARLIEST TRACES OF LIVING THINGS ON THE EARTH?

- A. 20.6 BILLION YEARS
- B. 12.7 BILLION YEARS
- *C. 3.1 BILLION YEARS
- D. 90.6 MILLION YEARS
- F. 13.4 MILLION YEARS

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN PHYSICAL CHARACTERISTICS OF MEN IN TWO ERAS BY CORRECTLY ASSIGNING THE DOMINANT FEATURES TO THE APPROPRIATE ERA. #1

0175

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

WHEN WE STUDY THE BONE STRUCTURE OF THE SKULL OF NEOLITHIC MAN IN WHAT IS NOW EUROPE, WE DISCOVER THAT HE PROBABLY HAD FACIAL CHARACTERISTICS THAT WERE VERY

- A. CRUDE AND UGLY.
- B. MUCH LIKE THOSE OF AN APE.
- *C. MUCH LIKE OURS TODAY.

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D. RUGGED AND DARK SKINNED.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECALL SPECIFIC CHARACTERISTICS OF A FOOD GATHERING SOCIETY BY IDENTIFYING THESE CHARACTERISTICS IN GIVEN SITUATIONS. *12*

0118

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

FOOD GATHERERS WERE AT A DISADVANTAGE IN RELATION TO FOOD PRODUCERS BECAUSE

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2300375

A. IT TOOK SO MUCH OF THEIR TIME TO GET FOOD.

2300375

B. THEY WERE RESTRICTED TO AN ENVIRONMENT WHERE THEY COULD GET FOOD ALL THROUGH THE YEAR.

2300375

2300375

C. THEY WERE NOT ABLE TO ESTABLISH PERMANENT HOMES.

2300375

*D. ALL OF THE ABOVE

2300375

E. NONE OF THE ABOVE

2300375

IN ORDER TO HUNT LARGE ANIMALS, MAN HAD TO

2300376

A. DEVELOP NEW WEAPONS.

2300376

B. COOPERATE WITH OTHER MEN.

2300376

C. BE FORCED INTO IT BY NEED.

2300376

*D. ALL OF THE ABOVE

2300376

E. NONE OF THE ABOVE

2300376

PEOPLE IN A FOOD GATHERING SOCIETY DEVELOPED ART BECAUSE

2300377

A. THEY WANTED TO MAKE BEAUTIFUL THINGS.

2300377

B. THEY USED IT AS PART OF THE CEREMONY

2300377

C. IT HAD MEANING IN THE PRIMITIVE RELIGION.

2300377

*D. ALL OF THE ABOVE

2300377

MAN'S ONLY TOOLS WERE CHIPPED STONES OR SIMPLE SHAFTS OF WOOD FOR ABOUT WHAT FRACTION OF HIS EXISTENCE ON EARTH?

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2300378

A. 1/10

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B. 1/4

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C. 1/2

2300378

*D. 9/10

2300378

THE FIRST STEPS TOWARD SOME KIND OF GOVERNMENT CAME ABOUT AS A RESULT OF THE NEED FOR

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2300379

A. TEAMWORK AND LEADERSHIP IN ORGANIZED HUNTING.

2300379

B. USING FIRE WISELY AND SAFELY.

2300379

C. SMELTING METALS TO USE AS WEAPONS.

2300379

D. BUILDING AN IRRIGATION SYSTEM.

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IN ORDER TO PROFIT FROM THE ADVANTAGES OF LIVING NEAR A RIVER, MAN HAD TO COOPERATE IN ORDER TO

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A. DEVELOP FLOOD CONTROL.

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B. DEVELOP IRRIGATION.

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C. DEVELOP DRAINAGE.

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*D. ALL OF THE ABOVE

2300380

E. NONE OF THE ABOVE

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FROM AMONG SEVERAL CLIMATIC FACTORS, THE STUDENT CAN IDENTIFY

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THOSE WHICH WERE COMMON TO THE EXAMINED AREAS IN WHICH FOOD PRODUCTION DEVELOPED ON A LARGE SCALE IN ANCIENT TIMES BY SELECTING FROM A GIVEN LIST AN APPROPRIATE ANSWER. *1*

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

WHICH OF THE FOLLOWING CLIMATIC FACTORS WERE PRESENT IN THE AREAS WHERE FOOD PRODUCTION DEVELOPED ON A LARGE SCALE IN ANCIENT TIMES?

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- A. MILD TEMPERATURES, GOOD RAINFALL
- B. HOT TEMPERATURES, HEAVY RAINFALL
- *C. HOT TEMPERATURES, NOT ENOUGH RAINFALL
- D. COOL TEMPERATURES, NOT ENOUGH RAINFALL

THE STUDENT CAN IDENTIFY THOSE TYPES OF NATURAL RESOURCES WHICH WERE IMPORTANT IN AREAS WHERE SOCIETIES FIRST DEVELOPED INTO LARGE SCALE FOOD PRODUCERS BY SELECTING THEM FROM A GIVEN LIST. *1*

0312

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

A BIRTHPLACE OF FOOD PRODUCTION WOULD HAVE TO HAVE ALL OF THE FOLLOWING TYPES OF NATURAL RESOURCES *EXCEPT*

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- A. WILD GRAIN GRASSES NEARBY WHICH COULD BE DOMESTICATED.
- B. VERY FERTILE SOIL.
- *C. DEPENDABLE RAINFALL.
- D. DEPENDABLE WATER SUPPLY FROM RIVER FLOODING.
- E. PLENTY OF HEAT AND SUNSHINE DURING THE GROWING SEASON.

GIVEN A DIAGRAM OF A TYPE OF LENGTH MEASUREMENT WITH SEVERAL POINTS MARKED ON IT, THE STUDENT WILL BE ABLE TO INDICATE WHICH POINT MOST ACCURATELY CORRESPONDS TO THE CORRECT RELATIVE TIME POSITION OF THE ORIGIN OF FOOD-PRODUCTION, IN THE PERIOD FROM THE ORIGIN OF MODERN MAN TO THE PRESENT DAY BY INTERPRETING THE DIAGRAM BELOW. *1*

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X G H I J Y
* 1 * 2 * 3 * 4 * 5 * 6 * 7 * 8 * 9 * 10 * 11 * 12 *

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IN THE ABOVE TIME LINE, *X* REPRESENTS THE TIME WHEN THE PRESENT FORM OF MAN APPEARED ON EARTH, AND *Y* REPRESENTS TODAY. THE TIME WHEN MAN STARTED PRODUCING HIS FOOD IS MOST NEARLY REPRESENTED BY THE POINT LABELED

- A. G.
- B. H.
- C. I.
- *D. J.

THE STUDENT CAN IDENTIFY THE MOST ACCURATE NUMBER OF YEARS AGO WHEN MAN BEGAN PRODUCING HIS FOOD BY SELECTING THE CORRECT

0315

RESPONSE. %1n

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

MAN BEGAN PRODUCING FOOD BY GROWING CROPS ABOUT

- A. 5,000 YEARS AGO.
- B. 8,000 YEARS AGO.
- *C. 10,000 YEARS AGO.
- D. 15,000 YEARS AGO.

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STUDENTS WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE CHARACTERISTICS OF THE TRANSITION ERA BETWEEN FOOD GATHERING AND FOOD PRODUCING BY MATCHING THE GROUP TO ITS CORRECT ERA. %3n

0158

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

BEFORE MAN LEARNED TO FARM, HE

- A. HUNTED AND FISHED.
- B. ROAMED THE EARTH.
- C. WAS RULED BY NATURE.
- *D. ALL OF THE ABOVE

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WHEN WE SAY THAT MAN BEGAN TO FARM, WHAT WE MEAN IS

- A. MAN COULD NO LONGER SPEND HIS TIME HUNTING.
- B. MAN COULD NOW DO MORE FISHING AND LESS HUNTING.
- *C. MAN HUNTED AND WOMAN FARMED.
- D. ALL OF THE ABOVE

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WE BELIEVE THAT THE FIRST CROPS TO BE CULTIVATED BY MAN WERE

- *A. WHEAT AND BARLEY.
- B. RICE AND MILLET.
- C. OATS AND CORN.
- D. RYE AND FLAX.

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THE STUDENT CAN SHOW HIS KNOWLEDGE OF THE SEQUENCE OF EVENTS IN THE TRANSITION FROM FOOD GATHERING TO FULLY DEVELOPED FOOD PRODUCING SOCIETIES SUCH AS THE NILE VALLEY BY PLACING DEVELOPMENTS IN THE CORRECT ORDER OF OCCURENCE. %15n

0317

DIRECTIONS - PLACE THE FOLLOWING FIVE EVENTS IN ORDER.

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PART TIME FOOD GATHERING *F

2103

CARING FOR WILD GRAIN PATCHES *B

2104

CITIES *A

2105

IRRIGATION SYSTEMS *D

2106

NOMADIC FOOD GATHERING *C

2107

DIRECTIONS - PLACE THE FOLLOWING 119 EVENTS IN ORDER.

SPECIALIZED OCCUPATIONS *D	2108
TRADE *E	2109
CITIES *A	2110
SMALL FARMING VILLAGES *B	2111
IRRIGATION SYSTEMS *C	2112

DIRECTIONS - PLACE THE FOLLOWING FIVE EVENTS IN ORDER.

IRRIGATION SYSTEMS *D	2113
SPECIALIZATION OF OCCUPATIONS *A	2114
FORMAL EDUCATION *B	2115
FARMING IN RIVER VALLEYS *E	2116
WRITING *C	2117

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE SEQUENCE OF EVENTS IN THE TRANSITION FROM FOOD GATHERING TO FULLY DEVELOPED FOOD PRODUCING SOCIETIES SUCH AS THE NILE VALLEY BY SUPPLYING THE MISSING STEP IN A SEQUENCE BY SELECTING IT FROM A LIST OF GIVEN ALTERNATIVES.

FROM THE CHOICES, SUPPLY THE MISSING ITEM SO THE GROUP OF FOUR WILL SHOW THE COMPLETE AND CORRECT ORDER OF APPEARANCE IN THIS DEVELOPMENT.

0043

ARROWHEADS	2118
DIGGING STICKS	2118
*****	2118
IRRIGATION DIKES AND DITCHES	2118
A. SPEARS	2118
*B. PLOWS	2118
C. WAREHOUSES	2118
HUNTING	2119
HUNTING-FARMING	2119
FARMING	2119
*****	2119
A. FISHING-HUNTING-FARMING	2119
B. NOMADIC HERDING	2119
*C. SPECIALIZED OCCUPATIONS	2119
SLFDS	2120
*****	2120
OXEN	2120
WAGONS	2120
*A. WHEELS	2120
B. HORSES	2120
C. GOVERNMENT	2120

HUNTING
FARMING
SPECIALIZATION

- *A. FORMAL EDUCATION
- *B. IRRIGATION DITCHES
- *C. DOMESTICATION OF ANIMALS

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FARMING
SPECIALIZATION

WRITING

- A. FORMAL EDUCATION
- B. LITERATURE
- *C. TRADE

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY ACTIVITIES WHICH ARE CHARACTERISTIC OF FOOD-GATHERING SOCIETIES, BY CONTRASTING THEM WITH THOSE OF FOOD-PRODUCING SOCIETIES. *100

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DIRECTIONS - BELOW ARE DESCRIPTIONS OF THE WAY OF LIFE IN DIFFERENT KINDS OF SOCIETIES. IN THE ANSWER SPACE FOR EACH DESCRIPTION, MARK -

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- A - IF IT MOST LIKELY WOULD BE FOUND IN FOOD-GATHERING SOCIETIES.
- B - IF IT MOST LIKELY WOULD BE FOUND IN FOOD-PRODUCING SOCIETIES.

THE PEOPLE LIVE IN YEAR-AROUND HOMES CLOSE TOGETHER IN THE COMMUNITY. THERE ARE MANY PERSONS IN THE COMMUNITY, BUT THEY ARE NOT ALL IN THE SAME FAMILY GROUP. THE COMMUNITY HAS PLACES WHERE THE PEOPLE CAN GET FOOD AND OTHER THINGS, WHICH ARE BROUGHT INTO THE COMMUNITY TO BE SOLD. *B

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EVERY ADULT IN THE COMMUNITY DOES THE SAME KINDS OF THINGS TO MAKE A LIVING. THE MEN ALL HAVE THE SAME SKILLS, THE WOMEN HAVE THEIR SKILLS. EACH HOUSEHOLD GETS ITS OWN FOOD, CLOTHING AND SHELTER, AND IT VERY OFTEN SHARES WITH OTHER HOUSEHOLDS. SO THERE IS NO IMPORTANT REASON TO TRADE. *A

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THE PEOPLE ARE GOVERNED BY AN ORGANIZED SYSTEM WITH MANY JOBS TO BE DONE. CERTAIN INDIVIDUALS ARE IN CHARGE AND HAVE THE POWER TO MAKE THE RULES. OTHERS SEE THAT THE RULES ARE OBEYED. STILL OTHERS COLLECT TAXES AND KEEP RECORDS. *B

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WALKING THROUGH THE COMMUNITY YOU WOULD SEE SOME BIG, IMPORTANT-LOOKING HOMES, BUT THERE ARE MANY THAT ARE SMALLER. SOME PERSONS DRESS WELL AND HAVE MUCH FREE TIME TO ENJOY THINGS. OTHERS ARE POOR AND MUST WORK LONG AND HARD TO MAKE A LIVING. SOME HAVE A BETTER EDUCATION THAN OTHERS. *B

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EVERYONE IN THE COMMUNITY IS USUALLY ABOUT EQUAL IN IMPORTANCE, ALTHOUGH THE HEADMAN IS MORE IMPORTANT BECAUSE HE HAS TO MAKE A WISE CHOICE OF WHERE AND WHEN THE COMMUNITY WILL MOVE NEXT. *A

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A MAN IN THIS SOCIETY MAKES A LIVING FOR HIS FAMILY BY DOING A SPECIAL KIND OF WORK. THIS HE DOES ALL THE TIME, GETS PAID FOR IT, AND BUYS WHAT HE NEEDS FROM OTHERS, WHO DO THEIR WORK ALL THE

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TIME, TOO. *B

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THE PEOPLE LIVE IN SEVERAL PLACES DURING A YEAR'S TIME. THEIR SUPPLIES OF FOOD AND OTHER MATERIALS NEEDED IN THEIR DAILY LIFE HAVE TO BE FOUND IN DIFFERENT PLACES AT DIFFERENT TIMES OF YEAR. *A

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THE PEOPLE IN THE COMMUNITY ARE ALL RELATED; THAT IS, THEY ARE ALL IN THE SAME GENERAL FAMILY, INCLUDING AUNTS, UNCLES, GRANDPARENTS, PARENTS, AND SO FORTH. *A

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A NUMBER OF LARGE BUILDINGS ARE IN THE MAIN PART OF THIS COMMUNITY. THEY ARE NOT USED AS LIVING QUARTERS, BUT AS PLACES WHERE THE PEOPLE GATHER TO WORK, MAKE DECISIONS, BUY OR SELL THINGS. THE BUILDINGS ARE MADE OF WOOD OR STONE OR BRICK AND ARE USED THROUGHOUT THE YEAR. *B

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THE CHILDREN USUALLY SPEND MOST OF THEIR TIME PLAYING WITH SMALL TOOLS AND OTHER THINGS THEY WILL USE WHEN THEY GROW UP. THEIR PARENTS ARE NEARBY MUCH OF THE TIME, AND THE CHILDREN LEARN THEIR SKILLS AND KNOWLEDGE FOR MAKING A LIVING FROM THEIR PARENTS AND OTHER RELATIVES. *A

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GIVEN A SERIES OF RELATED FACTS IN SOCIAL STUDIES, THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY SELECTING THE MOST REASONABLE GENERALIZATIONS FROM A GIVEN LIST. *4B

0180

DIRECTIONS FROM THE GIVEN INFORMATION SELECT THE MOST VALID CONCLUSION

0012

FOR THE FIRST 500,000 YEARS OF MAN'S LIFE ON EARTH, HE WAS A FOOD GATHERER. MAN BEGAN PRODUCING FOOD ABOUT 10,000 YEARS AGO. THE DEVELOPMENT OF CITY LIFE BEGAN ABOUT 6,000 YEARS AGO. THE AIRPLANE WAS DEVELOPED ABOUT FIFTY YEARS AGO. THE ATOMIC BOMB WAS DEVELOPED ABOUT TWENTY-FIVE YEARS AGO. WHICH OF THE FOLLOWING IS A REASONABLE PREDICTION FOR THE FUTURE?

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A. MAN HAS PROBABLY ABOUT ACHIEVED HIS LEVEL OF ABILITY.

B. MAN WILL PROBABLY BEGIN TO DECLINE GRADUALLY.

C. MAN WILL SLOWLY PROGRESS.

*D. MAN WILL PROGRESS AT AN EVER INCREASING RATE.

RIDING IN A HORSE DRAWN CART OR CHARIOT OF SOME SORT HAS MANY ADVANTAGES OVER RIDING ON THE BACK OF A HORSE. DURING THE TIME OF THE ROMAN EMPIRE, MANY WHEELED VEHICLES WERE USED FOR TRANSPORTATION. THE ROADS WERE WELL KEPT AND SAFE FOR TRAVELING. AFTER THE FALL OF THE EMPIRE, PEOPLE USED HORSE BACK RIDING ALMOST EXCLUSIVELY. WHAT UNSTATED CONCLUSION CAN WE MAKE FROM THESE FACTS?

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A. THE ROMAN EMPIRE HAD GOOD ROADS THAT WERE SAFE FOR TRAVEL.

*B. WHEN THE EMPIRE FELL, THE ROADS WERE NO LONGER SAFE AND KEPT UP.

C. AFTER THE EMPIRE FELL, PEOPLE TRAVELED ON HORSE BACK.

D. THE ROMAN EMPIRE FELT THAT GOOD ROADS WOULD HELP THEM IN TRADING.

ADVANCED FOOD PRODUCING NATIONS DEVELOP GOOD ROADS FOR TRADING. THERE WAS A HIGHLY DEVELOPED SYSTEM OF FINE ROADS DURING THE

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TYPE OF PONY EXPRESS LEADING TO THE EMPEROR'S PALACE ALONG GOOD HIGHWAYS. WHAT CONCLUSION CAN YOU REASONABLY DRAW FROM THE FACTS ABOVE

- A. THERE WERE FOOD GATHERERS AND FOOD PRODUCERS IN ROME AND IN CHINA.
- B. ROME WAS A SUCCESSFUL FOOD PRODUCING EMPIRE.
- *C. THE APPEARANCE OF GOOD SYSTEMS OF ROADS IS A CHARACTERISTIC OF A TRADING NATION.
- D. PEOPLE TRADED IN ANCIENT CHINA.

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IN SOME SOCIETIES TODAY PEOPLE ARE STILL AT THE PRIMITIVE STAGE OF FOOD GATHERING, AND SOME HAVE ADVANCED TO THE FOOD PRODUCING STAGE. IN OTHER SOCIETIES TODAY, PEOPLE HAVE, WITHIN A COMPARATIVELY SHORT TIME, PASSED THROUGH BOTH OF THESE STAGES OF DEVELOPMENT INTO AN INDUSTRIAL AGE. WHEN PRIMITIVE SOCIETIES COME INTO SUDDEN CONTACT WITH A SOCIETY IN A HIGHLY INDUSTRIAL STAGE OF DEVELOPMENT, THEY SOMETIME JUMP DIRECTLY INTO THAT STAGE. BASED ON THESE STATEMENTS, WHICH WOULD BE THE MOST VALID CONCLUSION?

- A. SOCIETIES PROGRESS AT A RAPID RATE IN OUR WORLD TODAY.
- B. SOCIETIES TEND TO PROGRESS AT A SIMILAR RATE OF DEVELOPMENT.
- *C. SOCIETIES PASS THROUGH THE SAME STAGES OF DEVELOPMENT.
- D. SOCIETIES PROGRESS AT DIFFERENT RATES.

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WHEN GIVEN A LIST OF INFLUENCES ON MAN'S THINKING ABOUT PRE-HISTORIC LIFE, THE STUDENT WILL DETERMINE THE MOST SIGNIFICANT OF THESE INFLUENCES BY SELECTING THEM FROM A GIVEN LIST. #10

0179

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

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NOT UNTIL THE TWENTIETH CENTURY DID MAN STUDY OR EVEN CONSIDER THE EXISTENCE OF PREHISTORIC MAN. WHICH OF THE FOLLOWING EXPLAINS THIS BEST?

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- *A. MODERN MAN DID NOT FEEL THAT THERE WAS CONCLUSIVE EVIDENCE OF THE EXISTENCE OF PREHISTORIC MAN UNTIL THE TWENTIETH CENTURY.
- B. MODERN MAN WAS FAR TOO INVOLVED IN HIS OWN LIFE AND TROUBLES TO STUDY PREHISTORIC MAN UNTIL THE TWENTIETH CENTURY.
- C. MODERN MAN WAS NOT INTERESTED IN THE STUDY OF HISTORY UNTIL THE TWENTIETH CENTURY.
- D. MODERN MAN JUST DID NOT HAVE TIME TO STUDY PREHISTORIC MAN AND DEVELOP HIS OWN NATION INTO AN INDUSTRIAL STATE AT THE SAME TIME.

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THE STUDENT WILL SHOW HIS ABILITY TO DRAW INFERENCES FROM A GIVEN SET OF ARTIFACTS, PICTURES, ITEMS, ETC. BY INDICATING THE PROBABLE PERIOD IN HISTORY WHICH THEY REPRESENT. #40

0209

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

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LISTED HEREO STONE HAMMER, STONE SCRAPER, BARBED BONE SPEAR,
BARBED BONE HOOK, STONE AXE

- A. BRONZE AGE MAN
- B. LAKE DWELLER
- *C. CAVE MAN
- D. ANCIENT EGYPTIANS

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WHAT PEOPLE IN HISTORY USED THE IMPLEMENTS LISTED HEREO OX YOKE,
BUTTER CHURN, IRON KETTLE, MATCHLOCK GUN, WOODEN BUCKET, SCYTHE,
SICKLE

- A. MODERN POLICEMAN
- *B. AMERICAN PIONEERS
- C. EGYPTIAN PHAROAH
- D. VIKING EXPLORERS

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PRETEND YOU ARE A SPACE ADVENTURER IN THE YEAR 3000 A.D. IN
NORTH AMERICA YOU DISCOVERED A TIME CAPSULE FROM THE TWENTIETH
CENTURY. WHEN YOU OPENED IT, YOU FOUND A PHOTOGRAPH ALBUM
SHOWING ARTIFACTS USED BY 20TH CENTURY NORTH AMERICAN MAN.
WHICH OF THE FOLLOWING THINGS WOULD YOU BE *LEAST* LIKELY TO
FIND IN THE ALBUM

- A. PUSH BUTTON PHONE
- B. ELECTRIC TYPEWRITER
- *C. SPINNING WHEEL
- D. WINDMILL

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IN WHAT GEOGRAPHICAL LOCATION WOULD YOU EXPECT THESE ARTICLES
TO HAVE BEEN FOUND? SHEPHERD'S STAFF, COWBELL, MILKPAIL,
HAY RAKE, HAY FORK.

- A. RAPID RIVER CANYON
- *B. COUNTRY HILLSIDE
- C. SANDY DESERT LAND
- D. ROCKY SEASHORE

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THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF THE IDEAS AND CONVIC-
TIONS COMMON TO THE PEOPLE OF EARLY PERIODS OF HISTORY AS THEY
RELATED TO THEIR KNOWN WORLD BY SELECTING THEM FROM A GIVEN LIST.
#7

0211

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF
CHOICES.

0001

TO WHAT EXTENT DID THE PEOPLE OF EARLY HISTORY KNOW ABOUT THE
SIZE OF THEIR WORLD?

- A. EXTENDED TO FAR AWAY LANDS
- B. BEYOND THE MOUNTAIN RANGE
- *C. LIMITED TO THE AREA WHERE THEY LIVED
- D. STRETCHED ACROSS THE OCEANS

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WHAT IDEA, OR BELIEF, DID THE EARLY PEOPLE HAVE ABOUT THE SHAPE
OF THE WORLD?

- *A. A FLAT, ROUND PANCAKE
- B. A ROUND FLATTENED BALL
- C. A HUGE PYRAMID
- D. A SPHERE

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WHAT DID THE EARLY PEOPLE BELIEVE ABOUT THE WORLD BEYOND THEIR
OWN LANDS?

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- A. THE LANDS AND WATERS WENT ALL THE WAY AROUND THE GLOBE.
- B. THERE WERE MANY CONTINENTS SURROUNDED BY WATER.
- C. TWO CONTINENTS WERE IN THE WESTERN HEMISPHERE.
- D. THE WORLD ENDED AT THE EDGE OF THE SEA.

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WHICH OF THESE CULTURES DARED TO SAIL ALONG THE WEST COAST OF AFRICA

- A. PHOENICIANS
- B. EGYPTIANS
- C. VIKINGS
- D. GREEKS

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WHAT BODY OF WATER WAS BEST KNOWN TO THE PEOPLE OF EGYPT IN THE EARLY DAYS OF HISTORY

- A. ATLANTIC OCEAN
- B. MEDITERRANEAN SEA
- C. ARCTIC OCEAN
- D. DANUBE RIVER

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HOW DID EARLY CIVILIZATIONS EXPLAIN THE CLIMATE OF THEIR WORLD AND THE CHANGES IN NATURE

- A. THE GODS WERE IN CHARGE.
- B. THE KINGS AND LEADERS WERE RESPONSIBLE.
- C. IT JUST HAPPENED.
- D. THEY HAD NO BELIEFS.

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WHAT CONTINENTS WERE CONSIDERED IN EARLY HISTORY TO BE A PART OF THE KNOWN WORLD

- A. ALL OF NORTH AMERICA, SOUTH AMERICA, AND AUSTRALIA
- B. PART OF EUROPE, ALL OF AFRICA, PART OF ANTARCTICA
- C. ALL OF EUROPE, PART OF AFRICA, PART OF ASIA
- D. PART OF EUROPE, ALL OF AFRICA, ALL OF ASIA

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THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF HIS OWN AND OTHER CULTURES BY IDENTIFYING COMMONALITIES BETWEEN THEM IN GIVEN SITUATIONS. %30

0178

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

IF YOU WERE SUDDENLY PLACED BACK IN TIME INTO THE DAYS OF NEOLITHIC MAN, YOU WOULD BE ABLE TO DO SOME THINGS BETTER THAN HE COULD BECAUSE YOUR

- A. BRAIN CAPACITY IS LARGER.
- B. CIVILIZATION IS MORE ADVANCED.
- C. PARENTS HAVE TRAINED YOU MORE THOROUGHLY.
- D. SOCIETY COOPERATES AND HELPS YOU BETTER.

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THE TYPICAL EARLY AMERICAN COLONISTS OFTEN WORE A GREAT DEAL MORE CLOTHING THAN DID THE AMERICAN INDIANS HE MET. WHICH OF THE FOLLOWING WAS THE MOST IMPORTANT INFLUENCE ON THE COLONISTS' CLOTHING SELECTING

- A. THE COLONISTS GOT COLD IN THE NEW ENGLAND WEATHER TO WHICH THEY WERE UNACCUSTOMED.
- B. THE COLONISTS WERE USED TO THIS TYPE OF CLOTHING IN EUROPE.
- C. THE COLONISTS WERE SHY ABOUT SHOWING THE BODY.
- D. THE COLONISTS WANTED TO REMAIN DIFFERENT FROM THE INDIANS

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IT IS EASIER FOR US NOWDAYS TO UNDERSTAND PEOPLES IN OTHER GEOGRAPHICAL AREAS. WHICH OF THE FOLLOWING STATEMENTS *BEST* EXPLAINS OUR BETTER UNDERSTANDING.

0594

- *A. WE CAN READ ABOUT THEM AND SEE THEM ON TELEVISION.
- B. WE CAN TRAVEL EVEN THOUSANDS OF MILES TO VISIT THEM.
- C. WE CAN SPEAK WITH THEM THROUGH LANGUAGE TRANSLATORS.
- D. WE CAN SEND AND RECEIVE LETTERS, TELEGRAMS, AND CABLES.

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B. ANCIENT CIVILIZATIONS

1. AZTECS, INCAS, MAYAS

STUDENTS WILL REALIZE THAT THE AZTECS, INCAS AND MAYAS HAD MANY INNOVATIONS IN COMMON WITH THE ROMAN CIVILIZATION BY BEING ABLE TO IDENTIFY FROM A LIST OF ITEMS THOSE WHICH THEY HAD IN COMMON. #10

0301

DIRECTIONS

PLACE A *C* ON THE LINE IF THE ITEM IS COMMON TO THE ROMAN AND EARLY AMERICAN CIVILIZATIONS. PUT AN *A* BY THOSE WHICH WERE NOT IN COMMON.

WHEEL *A

3005

STONE TEMPLES *C

3006

LARGE CITIES *C

3007

METAL TOOLS *A

3008

CALENDAR *C

3009

CHINAMPAS *A

3010

PYRAMIDS *A

3011

PAVED ROADS *C

3012

FARMING *C

3013

IRRIGATION *C

3014

STUDENTS WILL DISPLAY THEIR KNOWLEDGE OF THE MAYAN CIVILIZATION BY BEING ABLE TO SELECT THE CORRECT ANSWER TO A QUESTION WHEN GIVEN A NUMBER OF CHOICES. #5

0302

DIRECTIONS

SELECT THE LETTER OF THE CORRECT ANSWER.

THE CHIEF CROP OF THE MAYAS WAS

3015

- R. BEANS.
- C. TOMATOES.
- *D. CORN.

THE MAYAS INVENTED A SYSTEM OF COUNTING USING WHICH OF THE FOLLOWING AS THE BASE?

3016

- A. 10
- *B. 20
- C. 30
- D. 40

THE PENINSULA ON WHICH THE MAYAS SETTLED WAS

3017

- A. BAJA.
- B. FLORIDA.
- *C. YUCATAN.
- D. CUZCO.

DUE TO THE PLENTIFUL GAME THE MAYAS REFERRED TO THEIR COUNTRY AS

3018

- A. LAND OF PLENTIFUL GAME.
- B. THE HAPPY HUNTING GROUND.
- *C. LAND OF THE TURKEY AND THE DEER.
- D. THE PLACE OF MANY ANIMALS.

THE MAYAS ARE OFTEN CALLED THE *GREEKS* AMONG THE AMERICAN INDIANS BECAUSE THEY

3019

- A. HAD MANY GREAT PHILOSOPHERS.
- B. FOUGHT A WAR AGAINST A TRIBE SIMILAR TO THE SPARTANS.
- *C. WERE NOTED FOR THEIR FINE ARCHITECTURE.
- D. LIVED IN AN AREA THAT BORDERED ON THE SEA.

STUDENTS WILL APPLY THEIR KNOWLEDGE OF THE MAYAN CIVILIZATION TO PROBLEM SITUATIONS BY CHOOSING THE CORRECT ANSWER FROM A LIST OF POSSIBLE ANSWERS. %20

0303

DIRECTIONS

SELECT THE LETTER OF THE CORRECT ANSWER.

IF YOU WERE A MAYAN FARMER AND CONCERNED ABOUT WHEN TO PLANT A PARTICULAR CROP BECAUSE IT HAD A VERY LONG GROWING SEASON, YOU WOULD PROBABLY CONSULT

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- A. AN ALMANAC.
- B. THE STARS, MOON AND SUN.
- C. CHICKEN ITZA.
- D. YOUR WIFE.
- *F. A PRIEST.

USING TREMENDOUS AMOUNTS OF MANPOWER THE MAYAS CONSTRUCTED BEAUTIFUL BUILDINGS. PRETEND THAT YOU ARE A MAYAN LABORER AND THAT YOU ARE AWARE OF THE INTELLIGENCE AND SKILLS OF YOUR FELLOW CRAFTSMEN. CHOOSE *TWO* INVENTIONS FROM THE LIST BELOW THAT WOULD HAVE BEEN MOST HELPFUL TO YOU AND YOUR FELLOW WORKERS.

3021

- A. BULLDOZER
- *B. WHEEL
- C. JACKHAMMER
- D. TRANSIT
- F. TRUCK
- *F. METAL TOOLS

THE STUDENT WILL EXHIBIT HIS KNOWLEDGE OF THE AZTEC CIVILIZATION
BY MATCHING THE CORRECT ANSWER WITH THE GIVEN WORD OR PHRASE. #70

0304

DIRECTIONS:

SELECT THE ITEM ON THE TOP THAT DESCRIBES THE TERM ON THE BOTTOM.

- A. PEOPLE WHOSE OCCUPATIONS WERE ASSIGNED BY THE GOVERNMENT
- B. CAPITAL OF THE AZTEC EMPIRE
- C. SPANISH EXPLORER WHO CONQUERED THE AZTECS
- D. SPANISH EXPLORER WHO CONQUERED THE INCAS
- E. REED BASKETS, ANCHORED IN A LAKE, WITH CROPS PLANTED IN THEM
- F. A ROADWAY OVER WATER
- G. THE AZTEC RAIN GOD
- H. *PEOPLE OF THE CRANES*
- I. KNOTTED STRINGS OF DIFFERENT LENGTHS
- J. THE WAY IN WHICH SOMETHING IS CAUSED
- K. THE FEATHERED SERPENT AZTEC GOD
- L. AZTEC EMPEROR MURDERED BY THE SPANISH

AZTECS *H

3022

CHINAMPAS *E

3023

TENOCHTITLON *B

3024

CAUSEWAY *F

3025

QUETZALCOAT *K

3026

MONTEZUMA *L

3027

HERNANDO CORTES *C

3028

STUDENTS WILL DISPLAY THEIR KNOWLEDGE OF THE INCA INDIANS BY
COMPLETING A SENTENCE WITH THE CORRECT ANSWER WHEN GIVEN A
NUMBER OF CHOICES. #40

0305

DIRECTIONS:

SELECT THE LETTER OF THE CORRECT ANSWER.

THE INCA EMPIRE WAS LOCATED IN

3029

A. THE HIMALAYAS.

B. MEXICO.

C. YUCATAN.

*D. THE ANDES.

THE INCAS KEPT RECORDS WITH

3030

*A. KNOTTING STRINGS.

B. PENCIL AND PAPER.

C. LARGE MARBLE STONES.

D. A FORM OF WRITING SIMILAR TO HIEROGLYPHICS.

THE EMPEROR OF THE INCAS WAS CAPTURED AND LATER MURDERED BY A
GROUP OF SPANIARDS LED BY

3031

A. CORTES.

B. MONTEZUMA.

- *C. PIZARRO.
- D. DA GAMA.

WHICH OF THE FOLLOWING GROUPS OF ANIMALS LIVE IN THE MOUNTAINOUS REGIONS OF SOUTH AMERICA AND WERE A SOURCE OF WOOL FOR THE INCAS.

3032

- A. SHEEP, GOATS AND LAMBS.
- B. HORSES, COWS AND PIGS.
- *C. LLAMAS, ALPACAS AND VICUNAS.
- D. VICUNAS, CHICKENS AND CATS.

THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE DEFEAT OF THE INCAS BY CHOOSING THE CORRECT REASON FROM A NUMBER OF CHOICES.

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DIRECTIONS

CHOOSE THE CORRECT ANSWER FROM THE LIST OF ALTERNATIVES.

.....MANY TEMPLES AND PALACES HAD GOLD OR SILVER DECORATIONS. EVEN PARTS OF THE ROOFS WERE OF PRECIOUS METALS. THE INCA SAT ON A THRONE OF GOLD. HE ATE FROM GOLD AND SILVER DISHES.

3033

FROM THIS DESCRIPTION OF THE CITY OF CUZCO, WHY DO YOU THINK THE SPANIARDS CONQUERED THE INCAS?

- A. SO THEY COULD LIVE IN THE INCAS HOMES.
- *B. BECAUSE THEY WANTED THE GOLD AND SILVER OWNED BY THE INCAS.
- C. THE SPANIARDS BECAME UPSET WHEN THE INCAS CHEATED THEM.
- D. THE SPANIARDS WANTED TO LEARN HOW TO MAKE GOLD AND SILVER DISHES.

2. CHINA

STUDENTS WILL SHOW HIS KNOWLEDGE OF THE NAMES AND CHARACTERISTICS OF DESERTS, ISLANDS, RIVERS AND MOUNTAINS OF ANCIENT CHINA BY CORRECTLY MATCHING THE NAMES AND CHARACTERISTICS TO THE ITEM. %5n

0193

CIVILIZATIONS DEVELOPED IN CHINA AROUND ALL *EXCEPT* WHICH OF THE FOLLOWING RIVERS?

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- A. YANGTZE
- B. WEI
- C. YELLOW
- *D. GANGES

THE IMPORTANT RIVER OF NORTHERN CHINA IS THE

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- A. SI KIANG.
- *B. HWANG HO.
- C. PEARL.
- D. MEKONG.

A LARGE DESERT OF CHINA IS THE
A. LIBYAN.

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- *C. GORT.
- D. THAR.

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WHICH OF THE FOLLOWING ARE ~~*NOT*~~ MOUNTAINS OF CHINA?

- A. HIMALAYA
- B. KUNLUN
- C. ALTAI
- D. KINGAN
- *E. CHERSKI

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AN ISLAND OFF THE COAST OF CHINA IS

- A. TAIWAN.
- B. HAINAN.
- C. HONG KONG ISLAND.
- *D. ALL OF THE ABOVE

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE CENTRAL CHARACTERISTICS OF EARLY CHINESE CIVILIZATION BY SELECTING THEM FROM A LIST OF CHOICES. #20

0162

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

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ORACLE BONES OF THE SHANG DYNASTY, CHINA'S EARLIEST CIVILIZATION ARE USEFUL IN STUDYING THIS CIVILIZATION. THEY WERE USED

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- *A. TO FORETELL THE FUTURE.
- B. FOR SACRIFICING TO THE GODS.
- C. AS MONEY FOR TRADING.
- D. AS NECKLACES FOR DECORATION.

BECAUSE EARLY CHINESE CIVILIZATION APPEARS TO HAVE STARTED LATER THAN THE CIVILIZATION IN MESOPOTAMIA, WE BELIEVE THAT THE

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- A. EARLY CHINESE WERE MORE BACKWARD.
- B. PEOPLE OF CHINA ORIGINALLY MOVED FROM MESAPOTAMIA,
- *C. CULTURE OF MESAPOTAMIA SPREAD TO CHINA.
- D. EARLIER REMAINS IN CHINA HAVE NOT YET BEEN DISCOVERED.

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECALL AND SELECT THE DATES OF IMPORTANT EVENTS IN ANCIENT CHINA BY SELECTING THEM GIVEN A CHOICE OF ITEMS. #40

0205

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

WRITING WAS DEVELOPED IN ANCIENT CHINA ABOUT

- A. 2500 B.C.
- *B. 1500 B.C.
- C. 500 B.C.
- D. 10 B.C.

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THE CHOU DYNASTY WAS ESTABLISHED ABOUT

- A. 2000 B.C.
- *B. 1000 B.C.
- C. 200 B.C.
- D. 10 B.C.

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CONFUCIUS LIVED ABOUT

- *A. 500 B.C.
- B. 200 B.C.
- C. 100 B.C.
- D. 200 A.D.

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THE CHIN DYNASTY BEGAN ABOUT

- A. 1000 B.C.
- B. 500 B.C.
- *C. 200 B.C.
- D. 100 B.C.

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STUDENTS WILL DISPLAY HIS ABILITY TO RECOGNIZE THE EFFECT OF
CHINESE TRADITION ON MAN'S DAILY LIFE BY IDENTIFYING SOME OF THE
CHARACTERISTICS OF IT AND OF ITS HISTORY BY SELECTING THEM FROM
A LIST. \$110

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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF
CHOICES.

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THE CHINESE HAVE, THROUGH HISTORY, MAINTAINED AN AWE AND RESPECT
FOR

- A. ALMOST ALL NEW IDEAS.
- B. THE ABILITIES OF INSULTING FOREIGNERS.
- *C. TRADITION AND THE PAST.
- D. THE COMMON MAN.

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THE IDEA OF A HEAVENLY MANDATE FOR THE RULER OF CHINA MEANT THAT
HEAVEN WOULD AID, PROTECT AND AGREE TO THE EMPEROR'S REIGN AS
LONG AS HE

- *A. WAS KIND TO THE PEOPLE.
- B. SACRIFICED TO HEAVEN.
- C. BUILT ALTARS TO HEAVEN.
- D. PRODUCED A MALE HEIR TO THE THRONE.

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EARLY CHINESE BELIEVED THAT THE SPIRIT OF ANCESTORS

- A. WAS LOCATED IN HEAVEN AND COULD NOT RETURN TO EARTH.
- *B. HAD TO BE SERVED AND RESPECTED.
- C. WAS JUST A MYTH TOLD TO THEM.
- D. DETERMINED WHO WOULD BE THE RULER.

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PART OF THE BASIS BELIEFS OF EARLY CHINESE PEOPLE WAS THEIR
BELIEF IN THE EXISTENCE AND POWER OF

- *A. A NUMBER OF NATIVE SPIRITS.
- B. THE SPIRIT OF ANCESTORS.
- C. DIVINE RIGHT OF THE RULER.
- *D. ALL OF THE ABOVE.

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THE ONE MOST IMPORTANT PERSON IN THE HISTORY OF CHINA IS

- A. TAO HUNG-CHING.
- *B. CONFUCIUS.
- C. NIRVANA.
- D. LAO T ZU.
- E. KUOMINTANG.

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MANY CHINESE HAVE PROFESSED TO BE TAOISTS, BUDDHISTS.

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ALWAYS REMAINS

- A. TAOIST.
- B. BUDDHIST.
- *C. CONFUCIANIST.
- D. CHRISTIAN.

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ACCORDING TO THE FEUDAL SOCIETY OF THE TIME WHEN CONFUCIUS LIVED AND TAUGHT, THE COMMON PEOPLE WERE

- A. NOT TO BE CONSIDERED BY HIM.
- *B. TO BE LED AND CARED FOR.
- C. TO HELP RULE.
- D. TO SHARE ALL PRIVILEGES WITH THE RULER.

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THE TEACHINGS OF CONFUCIUS CONVINCED MANY OF THE GREAT MEN OF CHINESE HISTORY THAT THE HIGHEST CAREER IN LIFE IS THAT OF A

- *A. STATESMAN.
- B. LANDOWNER.
- C. RELIGIOUS LEADER.
- D. SOLDIER.

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THE BIRTHDAY OF CONFUCIUS WAS CELEBRATED UNTIL 1949 AS A NATIONAL HOLIDAY CALLED

- A. CONFUCIUS DAY.
- *B. STATESMEN'S DAY.
- C. RELIGIOUS DAY.
- *D. TEACHERS' DAY.

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BUDDHISM REACHED CHINA ABOUT

- A. 5,000 YEARS AGO.
- *B. 2,000 YEARS AGO.
- C. 1,000 YEARS AGO.
- D. 500 YEARS AGO.

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BUDDHISM GIVES THE CHINESE PEOPLE THE IDEA THAT THE SORROW IN THE WORLD IS CAUSED PRIMARILY BY

- A. THE RULER'S MISDEEDS.
- *B. THE DESIRE AND CRAVING OF PEOPLE.
- C. THE INFLUENCE OF FOREIGNERS.
- D. THE FEUDAL SYSTEM'S EFFECT ON SOCIETY.

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ACCORDING TO THE TEACHING OF BUDDHISM, IF A PERSON LIVES A WELL DISCIPLINED LIFE, HE HAS A CHANCE OF

- A. GOING TO HEAVEN.
- *B. ATTAINING NIRVANA.
- C. BECOMING A SAINT.
- D. LIVING A LONG LIFE.

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3. EARLY AFRICAN

THE STUDENT WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN FACTS THAT ARE RELEVANT AND FACTS THAT ARE NOT RELEVANT TO A SITUATION OR PROBLEM BY CORRECTLY IDENTIFYING THE RELEVANT AND NON-RELEVANT INFORMATION. #7

0306

EARLIEST KNOWN CIVILIZATIONS WERE BEGAN BY BLACKS*. BELOW ARE PARAGRAPHS FOR YOU TO READ. CIRCLE *A* IF THE PARAGRAPH PROVIDES USEFUL INFORMATION FOR THAT TOPIC. CIRCLE *B* IF THE INFORMATION IS NOT USEFUL.

HUMAN ORIGINATED IN AFRICA... ANCIENT EGYPT, WHICH HAS BEEN CALLED THE CRADLE OF CIVILIZATION, WAS AT LEAST ONE-THIRD BLACK. SOME SCHOLARS CONSIDER THE ANCIENT EGYPTIANS TO HAVE BEEN A DISTANT RACE FORMED BY THE MIXTURE OF PEOPLES FROM ACROSS THE MEDITERRANEAN SEA, TRIBESMEN FROM THE EAST, AND ETHIOPIANS FROM THE SOUTH. SOME ANCIENT GREEK WRITERS SPOKE OF THE EGYPTIANS AS BLACK AND WOOLY-HEADED. MOSAIC MURALS CLEARLY SHOW BLACK, BROWN, AND WHITE EGYPTIANS. SEVERAL PHARAOKS AND THEIR QUEENS WERE BLACK. IF ANCIENT EGYPT WAS INDEED THE CRADLE OF CIVILIZATION, THEN THERE WAS A PRONOUNCED BLACK INFLUENCE UPON THAT CIVILIZATION.

*A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

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WHEN THE PORTUGUESE EXPLORERS FIRST VISITED WEST AFRICA IN 1444, THEY WERE ENCOUNTERING A CIVILIZATION THAT WAS ESSENTIALLY COMPARABLE TO THAT OF EUROPE.

*A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

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GHANA, MALI, AND SONGHAY WERE THE GREAT EMPIRES OF AFRICA, BUT THERE WERE LESSER STATES TO THE EAST AND SOUTH, NOTABLE MOSSI, HAUSA, KNAEM-BORNI, AND ASHANTI. SOME RETAINED THEIR IDENTITIES UNTIL THE 19TH CENTURY, WHEN BRITISH, FRENCH, AND OTHER COLONIAL POWERS SUBJUGATED THEM.

*A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

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EXCAVATIONS IN THE CONGO HAVE REVEALED THE EXISTENCE OF THE ISHONGO PEOPLE WHO LIVED EIGHT THOUSAND YEARS AGO AND USED A PRIMITIVE ABACUS OR MULTIPLICATION TABLE. IN THE SAHARA DESERT DIGGERS DISCOVERED BEAUTIFUL NATURALISTIC PAINTINGS OF BLACK MEN AND WOMEN, MADE THREE THOUSAND YEARS BEFORE CHRIST, AND INDICATING THAT LIFE FLOURISHED THERE.

*A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

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WHEN THE ARABS SWEEP ACROSS NORTH AFRICA THEY DISCOVERED BLACK CIVILIZATIONS THAT WERE ALREADY THOUSANDS OF YEARS OLD. WHEN EUROPE WAS Mired IN THE IGNORANCE AND ISOLATION OF ITS DARK AGES, POWERFUL KINGDOMS FLOURISHED IN NORTHWEST AFRICA. IT IS POSSIBLE THAT THEY EXCEEDED THE EUROPEAN MONARCHIES IN WEALTH, ORGANIZATION, AND INTELLECTUAL ATTAINMENT.

*A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

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THE AFRICANS WERE CERTAINLY ON AN ECONOMIC PAR WITH EUROPE. THE BASIS OF WEALTH WAS AGRICULTURE. DESPITE THE PROBLEMS PRESENTED BY THE JUNGLE AND INSECTS, AFRICANS WERE AMONG THE BEST FARMERS IN THE WORLD. THEY HAD VARIETY IN THEIR CROPS, USED FERTILIZERS, AND RAISED CATTLE, SHEEP AND CHICKENS.

*A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

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THE STUDENT WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN RELEVANT AND IRRELEVANT FACTS BY IDENTIFYING THE RELEVANT AND IRRELEVANT STATEMENTS. #100

DIRECTIONS - JACK WAS WRITING A REPORT ON NATURE'S OBSTACLES WHICH POSTPONED WORLD INTEREST IN AFRICA UNTIL THIS PAST CENTURY. BELOW ARE STATEMENTS ABOUT AFRICA. ENCIRCLE *A* FOR THOSE THAT ARE RELEVANT TO JACK'S REPORT OR *B* FOR THOSE THAT ARE NONRELEVANT.

AFRICA HAS *NO* LARGE BAYS AND GULFS EXTENDING FAR INLAND. *A

THE NIGER RIVER HAS AN ABUNDANCE OF WATER. *B

MANY OF AFRICA'S RIVER MOUTHS ARE DIFFICULT TO ENTER BECAUSE OF DELTAS. *A

IN SOME PARTS OF AFRICA LOWLANDS EXTEND FAR BACK FROM THE COAST. *B

MIDDLE-LATITUDE PEOPLE FIND YEAR-ROUND HEAT DIFFICULT TO ENDURE. *A

TROPICAL AFRICA'S FORESTS SWARM WITH INSECTS THAT CARRY DEADLY DISEASES. *A

MANY AFRICAN RIVERS STEP DOWN FROM THE INTERIOR HIGHLANDS TO NARROW COASTAL PLAINS. *A

DAVID LIVINGSTONE AND HENRY STANLEY WERE PROMINENT AMONG THE FAMOUS EXPLORERS. *B

AFRICA HAS A WEALTH OF GOLD, IVORY, ANIMAL SKINS, AND FINE TROPICAL WOODS. *B

MOST OF AFRICA'S RIVERS HAVE FALLS AND RAPIDS. *A

4. EGYPT

GIVEN A LIST OF GEOGRAPHICAL CONDITIONS, THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING THAT CERTAIN GEOGRAPHICAL CONDITIONS WERE RESPONSIBLE FOR THE RISE OF CIVILIZATION IN EGYPT BY SELECTING THOSE CONDITIONS COMMON AND/OR UNCOMMON TO BOTH EGYPT AND THE MESOPOTAMIA REGION. #60

FOR EACH ITEM WRITE

- A. IF IT IS TRUE OF BOTH EGYPT AND THE MESOPOTAMIA REGIONS.
- B. IF IT IS TRUE OF EGYPT.
- C. IF IT IS TRUE OF MESOPOTAMIA.
- D. IF IT IS TRUE OF NEITHER REGION.

RIVER VALLEYS *C

COLD, SNOWY WINTERS *D

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HOT, RAINLESS SUMMERS *A

FERTILE SOIL *A

PROTECTED BY WATER, DESERT, AND MOUNTAINS *B

ANNUAL FLOODING *A

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECALL FACTS ABOUT THE NILE RIVER BY SELECTING THE CORRECT ANSWER FROM A LIST OF CHOICES. #5

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

AN IMPORTANT RIVER OF ANCIENT EGYPT WAS THE

- A. TIBER.
- B. EUPHRATES.
- C. TIGRIS.
- D. NILE.

THE NILE RIVER FLOWS IN WHICH DIRECTION

- A. NORTH
- B. SOUTH
- C. EAST
- D. WEST

THE NILE RIVER IS SURROUNDED BY DESERT AREAS ON THE

- A. NORTH AND SOUTH.
- B. EAST AND NORTH.
- C. NORTH, SOUTH, EAST AND WEST.
- D. SOUTH, EAST, AND WEST.
- E. WEST ONLY.

THE NILE RIVER IS ABOUT

- A. 1000 MILES LONG.
- B. 2000 MILES LONG.
- C. 3000 MILES LONG.
- D. 4000 MILES LONG.
- E. 5000 MILES LONG.

THE SOURCE OF THE NILE RIVER IS

- A. ABOUT 12 DEGREES N. LATITUDE.
- B. ABOUT 31 DEGREES N. LATITUDE.
- C. NEAR THE EQUATOR.
- D. ABOUT 12 DEGREES S. LATITUDE.

THE CHILD WILL DEMONSTRATE HIS KNOWLEDGE OF SELECTED FACTS ABOUT THE CUSTOMS AND PRACTICES OF ANCIENT EGYPT BY CORRECTLY IDENTIFYING THEM ON GIVEN LISTS. #10

DIRECTIONS-- CIRCLE THE LETTER OF THE CORRECT ANSWER.

TO

- A. TIME THE RAINY PERIODS.
- B. KEEP TRACK OF RELIGIOUS HOLIDAYS.
- *C. KEEP TRACK OF THE TIME OF FLOODS.
- D. EXPLAIN THE MOVEMENT OF THE SUN, MOON, AND STARS.

BRONZE WAS A MORE DESIRABLE METAL THAN COPPER BECAUSE IT WAS

- A. CHEAPER.
- B. HARDER.
- C. MORE PLENTIFUL.
- *D. MORE EASIER TO WORK.

EGYPTIAN WRITING WAS CALLED HIEROGLYPHICS BECAUSE IT MEANS

- *A. SACRED CARVING AND WAS OFTEN DONE BY PRIESTS.
- B. PICTURE WRITING AND USED ONLY PICTURES.
- C. HIGHER KNOWLEDGE, THAT WAS USED BY THE KINGS ONLY.
- D. HIRED SCRIBES AND WAS DONE BY PAID SCRIBES OF THE KING.

THE ROSETTA STONE IS IMPORTANT FOR STUDYING ANCIENT EGYPT BECAUSE IT

- A. HAS PICTURES OF ACCURATELY DRAWN ANIMALS OF THE TIME.
- B. IS A LIST OF LAWS DRAWN UP BY KING MENES.
- C. EXPLAINS HOW THE PYRAMIDS WERE CONSTRUCTED.
- *D. ENABLES US TO READ HIFROGLYPHICS.

OF THE FIRST THREE CIVILIZATIONS OF THE WORLD THAT AROSE ON THE BANKS OF THREE MIGHTY RIVERS, EGYPT WAS MOST FORTUNATE IN THAT IT

- *A. WAS PROTECTED BY DESERT AND SEA.
- B. WAS IN A MORE FAVORABLE CLIMATE.
- C. WAS SURROUNDED BY MOUNTAINS ON THREE SIDES.
- D. HAD ACCESS TO THE SEA.

THE MOST IMPORTANT SOURCE OF THE SENSE OF UNITY FOR THE PEOPLE OF ANCIENT EGYPT WAS

- A. THEIR BELIEF IN GOD.
- B. THEIR FEAR OF THE KING.
- C. THE HOSTILITY OF THEIR NEIGHBORS.
- *D. THE NILE RIVER.

THE MOST ESSENTIAL REQUIREMENT NEEDED FOR BUILDING THE PYRAMIDS WAS WERE

- A. PULLEYS.
- *B. A LARGE SUPPLY OF MAN POWER.
- C. A VAST AMOUNT OF CEMENT.
- D. A LOVE OF THE KING BY THE PEOPLE.

THE OLD KINGDOM OF EGYPT COLLAPSED BECAUSE

- A. SO MUCH OF THE PEOPLE'S EFFORT WAS SPENT IN SEEKING WEALTH.
- B. NOBLES IN DISTANT CITIES BECAME MORE INDEPENDENT AND STRONGER.
- C. SO MUCH LABOR AND WEALTH WENT INTO BUILDING THE PYRAMIDS THAT TRADE DECLINED.
- *D. ALL OF THE ABOVE

ANCIENT EGYPTIANS DISCOVERED AND USED EMBALMING BECAUSE

- *A. THEY BELIEVED IN A LIFE AFTER DEATH.
- B. THEY LIVED IN A HOT CLIMATE.
- C. THEY DID NOT BURY THEIR DEAD IMMEDIATELY.
- D. THE KING DEMANDED IT.

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IN ANCIENT EGYPT THERE WAS LITTLE DEVELOPMENT OF LAND TRANSPORTATION BECAUSE THEY

- A. HAD NOT DEVELOPED THE WHEEL.
- B. WERE NOT SECURE FROM HOSTILE NEIGHBORS.
- C. DID NOT TRAVEL VERY MUCH.
- *D. USED RIVER TRANSPORTATION PRIMARILY.

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STUDENTS WILL DEMONSTRATE HIS UNDERSTANDING OF THE MEANING OF THE RELATIONSHIPS OF THE ART OF ANCIENT EGYPT TO THE DAILY LIVES OF THE PEOPLE AND INDICATE THIS BY SELECTING EXAMPLES OF THIS RELATIONSHIP. \$100

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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

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THE MANY EXAMPLES OF PLANTING AND HARVESTING IN WALL PAINTING IN ANCIENT EGYPT INDICATE THAT

- *A. THE LIVES OF THE PEOPLE CENTERED AROUND FARMING.
- B. THE ARTISTS WERE USUALLY FARMERS.
- C. THE LARGE LAND OWNERS OFTEN HIRED THE ARTISTS TO DECORATE THEIR HOMES.
- D. THE EARLY ARTISTS DID NOT USUALLY DRAW THE HUMAN FIGURE.

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ANCIENT EGYPT DECORATED THE WALLS OF THE TOMBS PRIMARILY BECAUSE

- *A. THEY BELIEVED THAT MAN'S SPIRIT LIVED ON AND WOULD ENJOY THIS ART AFTER DEATH.
- B. THEY BELIEVED THAT THE DECORATIONS WOULD FRIGHTEN AWAY EVIL SPIRITS.
- C. THEY USED TOMBS AS WE USE A TIME CAPSULE TO COMMUNICATE WITH FUTURE AGES.
- D. IT WAS THE BEST WAY TO IDENTIFY THE CONTENTS OF THE TOMB BEFORE THEY INVENTED WRITING.

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PAINTINGS OF ROYALTY ARE VERY SIMILAR IN THE POSITION OF THE BODY BECAUSE

- *A. THERE WERE STRICT RULES GOVERNING THE ARTISTS.
- B. THE SAME TEACHER TAUGHT MANY OF THE BEST ARTISTS.
- C. ARTISTS OF THAT AGE WERE NOT AS CREATIVE AS OURS TODAY.
- D. ALL MEMBERS OF THE ROYAL FAMILY MUST BE DRAWN FACING THE NILE RIVER.

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THE SPHINX IS A STATUE OF THE KING'S HEAD WITH THE BODY OF A LION DESIGNED TO SHOW THAT

- A. THE LION WAS THE FAVORITE ANIMAL OF THE KING.
- *B. THE KING WAS AS STRONG AS A LION.
- C. THE LION WOULD GUARD THE KING'S SPIRIT AFTER HIS DEATH.
- D. BOTH THE LION AND MAN WERE INHABITANTS OF NORTHERN AFRICA.

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WHEN QUEEN HAT-SHEPSUT DIED ALL OF THE STATUES OF HER WERE BROKEN BECAUSE

- A. HER SUCCESSOR WAS FROM A NEIGHBORING TRIBE AND WANTED TO DESTROY HER MEMORY.
- *B. IT HAD BEEN UNUSUAL FOR A WOMAN TO BE THE RULER AND HER SUCCESSOR WAS ANGRY ABOUT IT.
- C. HER SUCCESSOR WAS NOT FOND OF ART AND DESTROYED MANY ARTISTIC PIECES.
- D. THE RELIGION OF HER SUCCESSOR FORBADE THE REPRODUCTION OF THE HUMAN FIGURE.

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THE MANY PIECES OF ART SHOWING ANIMALS WITH CLOTHING AND JEWELRY

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- A. EGYPTIANS LOVED ANIMALS. 2300341
- *B. EGYPTIANS THOUGHT THEIR GODS COULD TAKE THE FORM OF ANIMALS. 2300341
- C. EGYPTIANS BELIEVED THAT THE HUMAN SPIRIT SOMETIMES RETURNED IN THE BODY OF AN ANIMAL. 2300341
- D. EGYPTIANS DID NOT APPROVE OF PUTTING JEWELRY ON HUMAN STATUES. 2300341

- WE HAVE FEW EXAMPLES OF GOLD STATUES FROM ANCIENT EGYPT BECAUSE 2300342
- A. GOLD WAS NOT DISCOVERED YET. 2300342
 - B. GOLD WAS TOO EXPENSIVE TO USE IN THIS WAY. 2300342
 - *C. MOST OF THEM HAVE BEEN MELTED DOWN FOR THE METAL. 2300342
 - D. ONLY THE KING COULD BE SHOWN IN GOLD. 2300342

- MANY ART OBJECTS OF ANCIENT EGYPT SHOW FISH. THIS INDICATES THAT 2300343
- A. EGYPTIANS FELT THE FISH TO BE THE MOST IMPORTANT OF THE ANIMALS. 2300343
 - B. FISH WERE CHOSEN AS THE ROYAL SYMBOL. 2300343
 - *C. THE NILE RIVER PLAYED AN IMPORTANT PART IN DAILY LIFE. 2300343
 - D. FISHING WAS THE MOST POPULAR OCCUPATION. 2300343

- STATUES OF ANCIENT EGYPT OFTEN SHOW WORKMEN WITH LONG THICK HAIR BECAUSE 2300344
- A. LONG HAIR WAS A SYMBOL OF STRENGTH. 2300344
 - B. THICK HAIR WAS A SYMBOL OF INTELLIGENCE. 2300344
 - *C. IT PROTECTED THEIR HEADS FROM THE SUN. 2300344
 - D. IT MADE THEM LOOK LIKE THE KING. 2300344

- IN ANCIENT EGYPT BOTH MEN AND WOMEN PAINTED THEIR EYELASHES AND EYEBROWS BECAUSE 2300345
- A. THEY WANTED TO LOOK ALIKE. 2300345
 - *B. THE MAKE UP PROTECTED THEIR EYES FROM THE SUN. 2300345
 - C. IT WAS A ROYAL CHARACTERISTIC. 2300345
 - D. IT MADE THEM LOOK MORE LIKE THEIR GODS. 2300345

- MANY ART OBJECTS HAVE LASTED FROM THE TIME OF THE ANCIENT EGYPTIANS THAT WOULD NOT HAVE LASTED IN OTHER PLACES BECAUSE 2300346
- *A. THE CLIMATE IS DRYER. 2300346
 - B. THE GOVERNMENT HAS REMAINED STABLE AND PROTECTED ART WORKS BETTER. 2300346
 - C. MOST ART WORK WAS SAFE WHEN HIDDEN IN THE PYRAMIDS. 2300346
 - D. THE NILE RIVER COVERED MUCH OF IT WITH A PROTECTIVE LAYER OF SILT. 2300346

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE DATES OF IMPORTANT EVENTS IN ANCIENT EGYPT BY SELECTING THE CORRECT DATES WHEN GIVEN A LIST OF THEM. X30 0203

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

- THE PYRAMIDS OF EGYPT WERE BUILT ABOUT 2300722
- *A. 2,500 B.C. 2300722
 - B. 1,500 B.C. 2300722
 - C. 500 B.C. 2300722
 - D. 10 B.C. 2300722

KING MENES FIRST UNITED EGYPT ABOUT 208 2300723

- B. 3,000 YEARS AGO.
C. 4,000 YEARS AGO.
*D. 5,000 YEARS AGO.

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THE EGYPTIANS HAD DEVELOPED WRITING OVER

- A. 2,000 YEARS AGO.
B. 3,000 YEARS AGO.
C. 4,000 YEARS AGO.
*D. 5,000 YEARS AGO.

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GIVEN A LIST OF ALIEN ITEMS TO A CULTURE OF THE PAST, THE STUDENT CAN USE CRITERIA OF AN HISTORICAL TIME AND PEOPLE, RATHER THAN CONTEMPORARY CRITERIA, TO INDICATE WHICH ITEMS WOULD BE ACCEPTABLE TO THOSE PEOPLE AND WHICH WOULD NOT. %10

030

DIRECTIONS - IMAGINE THAT YOU COULD GO BACK IN TIME TO THE YEAR 2000 B.C. IN EGYPT. YOU WANT TO TAKE ALONG SOME GIFTS WHICH THESE EGYPTIANS COULD LEARN TO USE AND REPRODUCE EASILY IN THEIR OWN CIVILIZATION. EXAMINE THE LIST OF ITEMS BELOW. THEN, ON YOUR ANSWER SHEET MARK -

003

- A - IF YOU WOULD TAKE IT.
B - IF YOU WOULD NOT TAKE IT.

A REFRIGERATOR *B

205

A WINDMILL *A

205

AN ALPHABET *A

206

THE U. S. CONSTITUTION *B

206

10,000 SHEETS OF OUR PAPER *B

206

AN AUTOMOBILE *B

206

A STEEL PLOW *B

206

A STONE ARCH *A

206

A TELEPHONE *B

206

A STEAM LOCOMOTIVE *B

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THE STUDENT WILL DEMONSTRATE THE ABILITY TO ANALYZE CHANGES THAT WOULD HAVE OCCURRED IF AN HISTORICAL EVENT WERE ALTERED, BY CHOOSING PLAUSIBLE ALTERNATIVES. %6

003

IMAGINE THAT THE EGYPTIANS HAD SAILED TO NORTH AMERICA IN A Papyrus BOAT IN 700 B.C.

LOOK AT THE STATEMENTS BELOW. FOR EACH STATEMENT SELECT

- A. IF YOU WOULD PRESUME IT TO BE TRUE.
B. IF YOU WOULD PRESUME IT TO BE FALSE.

MORE AMERICANS WOULD BE MOSLEMS. *A

1691

WE WOULD *NOT* CELEBRATE COLUMBUS DAY. *A

1692

MOST OF OUR HOMES WOULD BE MADE WITH SUN-DRIED BRICK AND HAVE FLAT ROOFS. *B

1693

DATES WOULD BE ONE OF OUR MAIN AGRICULTURAL PRODUCTS. *A

1694

THERE WOULD BE RUINS OF PYRAMIDS IN THE COUNTRY. *A

1695

IRRIGATION DITCHES WOULD HAVE BEEN WIDELY USED BY EARLY SETTLERS IN ILLINOIS. *B

1696

5. GREECE

THE STUDENT WILL SHOW HIS KNOWLEDGE OF ATHENIAN LIFE BY COMPARING AND CONTRASTING THOSE TIMES WITH U. S. LIFE IN 1970 BY SELECTING SIMILARITIES AND DIFFERENCES FROM GIVEN LISTS. *B

0437

0437

DIRECTIONS - ASSUMING THAT WE IN THE U. S. IN 1970 HAVE THE SAME SOCIAL AND POLITICAL BELIEFS AS THE ATHENIANS, CIRCLE THE *A* FOR THOSE STATEMENTS WHICH WOULD PROBABLY BE TRUE. CIRCLE THE *B* FOR THOSE STATEMENTS WHICH ARE PROBABLY FALSE.

WOMEN WOULD SMOKE FREELY IN PUBLIC. *B

2169

INDUSTRIAL ARTS WOULD BE TAUGHT IN OUR SCHOOL SYSTEM. *A

2170

THE ENROLLMENT OF GIRLS AT JUNIOR HIGH WOULD BE THE SAME AS IT NOW. *B

2171

2171

OUR CIVIL WAR WOULD *NOT* HAVE BEEN FOUGHT. *A

2172

MANY OF US IN ROOM 306 WOULD *NOT* BE CITIZENS. *A

2173

WE WOULD HAVE THE SAME NUMBER OF WOMEN DOCTORS AS WE CURRENTLY DO. *B

2174

2174

CAPTURED VIET CONG WOULD PROVIDE MUCH OF THE LABOR IN GOVERNMENTAL AND INDUSTRIAL PROJECTS. *A

2175

2175

YOU WOULD HAVE MANY WOMEN TEACHERS. *B

2176

THE STUDENT CAN APPLY HIS KNOWLEDGE OF THE ATHENIAN SOCIETY TO A LIST OF PRESENT DAY OCCURRENCES BY SELECTING THOSE WHICH ARE IN COMMON. *10

0308

DIRECTIONS

IF AN ATHENIAN BOY WERE BROUGHT TO LIFE AND PUT IN THIS TOWN, WHICH OF THE FOLLOWING WOULD HE FIND EASY TO ACCEPT. MARK *A* FOR THOSE THAT HE WOULD FIND EASY TO ACCEPT. MARK *B* FOR THOSE THAT HE

WOULD NOT.

A MAN FOUND GUILTY OF MURDER APPEALING HIS CONVICTION. *A

CITIZENS GOVERNING THEMSELVES IN THE FORM OF A DEMOCRACY. *A

STUDENTS GOING TO SCHOOL IN A BUILDING SET ASIDE FOR THAT PURPOSE. *B

BOYS WRITING ON PAPER WITH A PENCIL. *B

GIRLS LEARNING TO JUMP, RUN, AND WRESTLE. *B

A YOUNG MAN SPENDING SEVERAL YEARS IN THE ARMY. *A

A GIRL GETTING MARRIED WHEN SHE IS TWENTY-FOUR YEARS OLD. *B

A MAN WHO WORKED AS A FARMER AND WAS VERY POOR. *A

A MAN BUYING A CUP OF COFFEE FOR A STRANGER FROM ANOTHER TOWN. *A

A STATUE IN A PUBLIC PARK. *A

THE STUDENT CAN APPLY HIS KNOWLEDGE OF THE SPARTAN SOCIETY TO A LIST OF PRESENT DAY OCCURANCES BY SELECTING THOSE WHICH ARE IN COMMON. *12*

DIRECTIONS

IF A SPARTAN BOY WERE BROUGHT TO LIFE AND PUT IN THIS TOWN, WHICH OF THE FOLLOWING OCCURENCES WOULD HE FIND EASY TO ACCEPT?

MARK *A* FOR THOSE THAT HE *WOULD*. MARK *B* FOR THOSE WHAT HE *WOULD NOT*.

OTHER BOYS AND GIRLS HIS OWN AGE. *A

BOYS TAKING PART IN A TRACK MEET. *A

SOMEONE BUYING A CUP OF COFFEE FOR A STRANGER FROM ANOTHER TOWN. *B

AN ARITHMETIC CLASS. *B

GIRLS TAKING AN ARITHMETIC CLASS. *B

YOUNG MEN TALKING ABOUT AVOIDING THE MILITARY DRAFT. *B

NEARLY EVERYONE IN TOWN IS A CITIZEN. *B

A BOY OF TEN WHO HAD BEEN CRIPPLED SINCE BIRTH. *B

LOCAL OFFICIALS BEING ELECTED TO OFFICE. *A

A MOTHER TEACHING HER DAUGHTER TO BE WEAK AND AFRAID. *B

TEENAGERS WITH LONG HAIR. *A

A FIFTY YEAR OLD MAN GOING INTO THE ARMY. *A

3045

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE SPARTAN VERSUS THE ATHENIAN WAY OF LIFE BY IDENTIFYING FROM SEVERAL STATEMENTS THE ONES MOST LIKELY MADE BY ATHENIAN OR SPARTAN CITIZENS. %5

0436

DIRECTIONS - IN THE BLANK BEFORE THE STATEMENT MARK *A* IF THE STATEMENT WAS MOST LIKELY REFERRING TO AN ATHENIAN AND *B* IF IT WAS MOST LIKELY REFERRING TO A SPARTAN.

0108

A MALE MUST *ALWAYS* BE PREPARED FOR WAR. *B

2163

I AM VERY EXCITED BECAUSE FATHER PROMISED TO BUY ME A NEW LYRE FOR MY BIRTHDAY. *A

2164

2164

THE WOMEN IN OUR CITY-STATE ARE OFTEN QUARRELSOME BECAUSE THEY ARE SO INDEPENDENT. *B

2165

2165

WHEN YOU RETURN FROM THE BATTLE, MY SON, I EXPECT YOU TO EITHER BE CARRYING YOUR SHIELD OR UPON IT. *B

2166

2166

A FOX WAS EATING MY STOMACH, BUT I REFUSED TO CRY OUT. *B

2167

THE STUDENT WILL BE ABLE TO DISTINGUISH BETWEEN THE ATHENIAN AND SPARTAN WAY OF LIFE BY CLASSIFYING STATEMENTS. %9

0438

DIRECTIONS - IN THE BLANK BEFORE THE NUMBER, WRITE *S* FOR SPARTA OR *A* FOR ATHENS DEPENDING ON WHICH CITY-STATE THE STATEMENT DESCRIBES.

IF A MAN DID NOT ATTEND A POLITICAL MEETING, HE RAN THE RISK OF BEING SLAPPED BY A ROPE DIPPED IN RED PAINT. *A

2177

2177

A COUNCIL OF 500 WAS IN CHARGE OF CITY-AFFAIRS. *A

2178

THE WHOLE CITY WAS LIKE ONE GREAT ARMY CAMP. *S

2179

PARENTS WANTED THEIR CHILDRENS EDUCATION TO BE WELL-ROUNDED. *A

2180

MEN LIVED AS SOLDIERS A GOOD PORTION OF THEIR LIVES. *S

2181

A GREAT NUMBER OF SLAVES, CALLED HELOTS, KEPT THE CITIZENS IN CONSTANT FEAR OF REVOLT. *S

2182

2182

THE PEOPLE DWELLING IN THIS CITY-STATE WERE NOT ALLOWED TO CARRY TORCHES ON A DARK NIGHT. *S

2183

2183

BABIES WERE LEFT ON A MOUNTAIN SIDE TO PERISH IF THEY WERE TINY OR *NOT* PERFECTLY FORMED. *S

2184

2184

THE GIRLS IN THIS CITY-STATE LED QUITE VIGOROUS AND ACTIVE LIVES SINCE THEY WERE EXPECTED TO BECOME STRONG WOMEN WHO WOULD BEAR STRONG CHILDREN. *S

2185

2185

2185

THE STUDENT WILL DEMONSTRATE AN APPLICATION OF HIS KNOWLEDGE OF GREEK CITY-STATES BY SELECTING THE ULTIMATE CHANGES WHICH MIGHT HAVE OCCURRED HAD THE GREEK CITY-STATES FORMED ONE UNIFIED GOVERNMENT. %60

0439

DIRECTIONS - IMAGINE THAT THE GREEKS FORMED A UNIFIED GOVERNMENT INSTEAD OF RETAINING THEIR MANY CITY-STATES. THEN LOOK AT EACH STATEMENT BELOW. MARK *A* IF YOU WOULD PRESUME IT TO BE TRUE AND *B* IF YOU WOULD PRESUME IT TO BE FALSE.

0109

PHILIP WOULD HAVE GAINED A FOOTHOLD IN GREECE. *B

2186

THE PELOPONNESIAN WAR WOULD *NOT* HAVE BEEN FOUGHT. *A

2187

THE GREEKS COULD HAVE REPELLED WOULD-BE INVADERS. *A

2188

PETTY SECTIONAL JEALOUSIES WOULD HAVE BEEN A PROBLEM. *B

2189

THERES, CORINTH, ATHENS, SPARTA, OLYMPIA, ETC., COULD HAVE RETAINED THEIR FAVORITE GODS AND HOLIDAYS WITHOUT CREATING PROBLEMS. *A

2190

2190

2190

THE OLYMPIC GAMES WOULD HAVE BEEN ABOLISHED. *B

2191

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE FAMOUS PEOPLE IN ANCIENT GREECE BY MATCHING THE NAME OF EACH PERSON WITH HIS DESCRIPTION. %200

0440

DIRECTIONS - MATCH THE NAME OF EACH PERSON WITH HIS DESCRIPTION. PLACE THE LETTER OF THE CORRECT ANSWER IN THE BLANK AT THE LEFT. THE LETTERS MAY BE USED MORE THAN ONCE.

0110

- A. AESOP
- B. ALEXANDER
- C. ARISTOTLE
- D. HERODOTUS
- E. HIPPOCRATES
- F. HOMER
- G. LEONIDAS
- H. PHEIDIPPIDES
- I. PLATO
- J. SOCRATES
- K. THEMISTOCLES
- L. XERXES

A FAMOUS DOCTOR *E

2192

A BLIND POET *F

2193

WRITER OF FABLES *A

2194

A MAN WHO TRIED TO CONQUER THE WORLD *B

2195

WRITER OF THE *ILIAD* AND THE *ODYSSEY* *F

2196

THE GADFLY *J

2197

A BIASED WRITER OF HISTORY *D	2198
THE REPUBLIC *I	2199
DRANK HEMLOCK *J	2200
SPARTAN GENERAL AT THEMOPYLAE *G	2201
A MARATHON RUNNER *H	2202
A PERSIAN KING *L	2203
PHILOSOPHER KNOWN AS THE GREAT QUESTIONER *J	2204
RULER OF MACEDONIA AND GREECE, CONQUEROR OF A GREAT EMPIRE. *B	2205
ATHENIAN GENERAL WHO DEFEATED THE PERSIAN FLEET *K	2206
A GREEK THINKER OR WRITER, SOMETIMES CALLED THE FIRST SCIENTIST. *C	2207
ASSOCIATED WITH 300 SPARTANS *G	2208
A PUPIL OF SOCRATES *I	2209
KNOWN FOR AN INFANTILE AND VIOLENT TEMPER *L	2210
HIS OATH REQUIRED OF MEDICAL STUDENTS *E	2211

THE STUDENT WILL SHOW HIS UNDERSTANDING OF WHY THE PHRASE *THE GREAT* MIGHT HAVE BEEN ADDED TO ALEXANDERS NAME BY SELECTING THOSE STATEMENTS ABOUT ALEXANDER WHICH PROBABLY GAVE HIM THAT TITLE. *80	0441
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DIRECTIONS - THE FOLLOWING STATEMENTS ABOUT ALEXANDER ARE TRUE. DETERMINE WHY *THE GREAT* WAS PROBABLY ADDED TO HIS NAME BY MARKING *A* FOR ITEMS WHICH YOU THINK WERE A POSSIBLE FACTOR AND *B* FOR THOSE THAT WERE NOT.	0111
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BECAUSE HE WAS PHILIPS SON. *B	2212
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BECAUSE HE WAS SUCCESSFUL IN CONQUERING A LARGE EMPIRE IN A VERY SHORT PERIOD OF TIME. *A	2213
---	------

BECAUSE HE HAD *NO* DESIRE TO FORM A LARGE PEACEFUL STATE. *B	2214
---	------

BECAUSE HE ESTABLISHED TOWNS AND SPREAD GREEK KNOWLEDGE ON HIS CAMPAIGNS. *A	2215
--	------

BECAUSE HE WAS ABLE TO CONTROL THE CITIES HE CONQUERED. *A	2216
--	------

BECAUSE HE MEMORIZED THE ILIAD. *B	2217
------------------------------------	------

BECAUSE HE WAS ARISTOTLES PUPIL. *B	2218
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BECAUSE IT SEEMED MIRACULOUS FOR ONE SO YOUNG TO ACCOMPLISH SO MUCH. *A	2219
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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES FROM
GIVEN PARAGRAPHS ABOUT THE GOLDEN AGE OF GREECE BY DETERMINING
THE VALIDITY OF GIVEN STATEMENTS. %50

READ THE FOLLOWING SELECTION. ANSWER THE QUESTIONS BELOW BY
CIRCLING THE LETTER OF THE CORRECT ANSWER.

THE GOLDEN AGE OF GREECE

A LEADER AROSE AMONG HER GENERAL'S CALLED PERICLES. HE WANTED
HIS BELOVED ATHENS TO BE THE MOST BEAUTIFUL CITY IN THE WORLD. HE
HAD TEMPLES BUILT, AND THEATERS, AND OTHER PUBLIC BUILDINGS.
EVERYWHERE THERE WERE STATUES OF GODS AND FAMOUS MEN.

THE ATHENIANS SPENT MUCH OF THEIR TIME IN THE OPEN AIR.
THEIR HOUSES WERE ALMOST BARE BUT THEIR VASES AND BOWLS WERE
BEAUTIFULLY DECORATED. EVERYBODY WORE A TUNIC, A STRAIGHT, LOOSE
SHIRT. A MAN'S TUNIC WAS KNEE LENGTH. IF A MAN HAD WEALTH HE DID
NOT BUILD A GRAND HOUSE FOR HIMSELF. INSTEAD HE PAID FOR A PUBLIC
BUILDING WHICH EVERYBODY COULD ENJOY.

READ EACH OF THE FOLLOWING STATEMENTS CAREFULLY. THEN DECIDE
WHETHER IT IS PROBABLY TRUE, PROBABLY FALSE, OR THAT YOU ARE
UNABLE TO SAY WHETHER IT IS TRUE OR FALSE FROM THE INFORMATION
PROVIDED IN THE ABOVE PARAGRAPHS.

PERICLES WAS A GENERAL.

- *A. PROBABLY TRUE
- *B. PROBABLY FALSE
- *C. CAN'T SAY

ATHENS BECAME THE MOST BEAUTIFUL CITY IN THE WORLD.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

THERE WERE STATUES OF GODS IN TEMPLES.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

ATHENIANS SLEPT IN THE OPEN AIR.

- A. PROBABLY TRUE
- *B. PROBABLY FALSE
- C. CAN'T SAY

PERICLES WORE A TUNIC.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ANALYZE RELATIONSHIPS
ABOUT ANCIENT GREECE BY IDENTIFYING THE WORD THAT REFLECTS THE
GIVEN RELATIONSHIP. %40

COMPLETE THE STATEMENTS BY CIRCLING THE LETTER OF THE CORRECT
ANSWER.

SOCRATES WAS TO PLATO AS ARISTOTLE WAS TO

1775

- A. PLATO.
- *B. ALEXANDER.
- C. THUCYDIDES.

MILTIADES WAS TO MARATHON AS THEMISTOCLES WAS TO

1776

- *A. SALAMIS.
- B. THERMOPYLAE.
- C. PELOPONNESIS.

HERODOTUS WAS TO HISTORY AS HIPPOCRATES WAS TO

1777

- A. SCIENCE.
- *B. MEDICINE.
- C. HISTORY.

PHIDIAS WAS TO SCULPTURE AS EUCLID WAS TO

1778

- A. SCULPTURE.
- B. HISTORY.
- *C. GEOMETRY.

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF SELECTED GREEK LEADERS BY IDENTIFYING STATEMENTS THEY MAYBE HAVE SAID. %20/

0310

DIRECTIONS

WHICH OF THE MEN LISTED MIGHT HAVE MADE THE FOLLOWING STATEMENT TO THE ASSEMBLY OF ATHENS.

WE ARE UNDER ATTACK. THE FREEDOM WHICH OUR FATHERS STRUGGLED FOR IS AT STAKE AND MANY OF YOU COULD CARE LESS. SOME OF YOU FEEL THAT IF WE, AS GREEKS, WERE RULED BY THE MACEDONIANS OUR WARS WOULD BE OVER. YET, I TELL YOU THAT THE FREEDOM WHICH WE HAVE RIGHT NOW IS OF GREATER VALUE THAN PEACE UNDER THE RULE OF A FOREIGN KING.

3060

- A. PHILLIP
- B. ALEXANDER
- C. PERICLES
- *D. DEMOSTHENES.

YOU GREEKS ARE CONSTANTLY AT WAR WITH EACH OTHER. THOUSANDS PERISHED IN THE RECENT WAR BETWEEN ATHENS AND SPARTA. IF YOU WILL ALLOW ME TO RULE YOU THEN YOUR STRUGGLES WILL BE OVER, FOR I CAN UNITE THE GREEK CITY-STATES INTO A PEACEFUL EMPIRE.

3061

- *A. PHILLIP.
- B. ALEXANDER
- C. DEMOSTHENES.
- D. PERICLES

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO RECOGNIZE GREEK LEADERS BY MATCHING THEIR NAMES WITH THEIR DESCRIPTIONS. %60

0311

DIRECTIONS

PUT THE LETTER OF THE PARAGRAPH BY THE PERSON WHOM IT DESCRIBES.

A. I ATTACKED THE GREEK PENINSULA FROM THE NORTH BY LAND AND SEA.

203
AFTER CROSSING THE HELLESPONT, MY TROOPS DEFEATED THE SPARTANS AT THERMOPYLAE AND THEN WE MARCHED ON ATHENS. MY LARGE FLEET ALSO ATTACKED ATHENS SO I WAS SURE WE WOULD BE VICTORIOUS. INSTEAD OF VICTORY WE WERE HUMILIATED BY THE SMALL ATHENIAN FLEET IN THE STRAITS OF SALAMIS.

B. AFTER THE CITY OF ATHENS SENT AID TO THE GREEKS OF ASIA MINOR, I DECIDED THAT I SHOULD BE RULER OF ALL THE GREEK PENINSULA. IN MY SECOND ATTEMPT TO CONQUER THE ATHENIANS WE MET THEM ON THE PLAINS OF MARATHON. THE GREEKS WERE OUTNUMBERED BY US BUT WE WERE STILL DEFEATED AND FORCED TO RETURN TO OUR HOMELAND ACROSS THE AEGEAN SEA.

C. I WAS A FAMOUS ORATOR WHO GAVE A SPEECH URGING MY FELLOW GREEKS TO FIGHT FOR THEIR FREEDOM. WE WERE ABOUT TO BE ATTACKED BY THE MACEDONIANS AND MANY PEOPLE FELT THAT WE SHOULD GIVE UP OUR INDEPENDENCE TO BE RULED BY A FOREIGN KING. BY THE TIME WE ORGANIZED A CITIZEN ARMY TO FIGHT OFF THE INVADERS IT WAS TOO LATE. WE WERE CONQUERED AND THIS ENDED A LONG AND GREAT PERIOD OF GREEK FREEDOM.

D. I WAS THE KING OF MACEDON. EVEN THOUGH THE GREEKS CALLED US UNCIVILIZED I HAD GREAT ADMIRATION FOR THEIR CIVILIZATION. I DEVELOPED A POWERFUL ARMY AND PLANNED TO CONQUER ALL OF GREECE AND PERSIA. MANY GREEKS THOUGHT I WOULD BE A GOOD KING BUT OTHERS, LED BY DEMOSTHENES OPPOSED ME. THEIR OPPOSITION FAILED, EVEN THOUGH THEY UNITED WITH THEBES, FOR MY ARMY WAS TOO STRONG. WE DEFEATED THE GREEKS AND IT WAS SAID THAT THIS WAS THE END OF GREEK INDEPENDENCE.

E. MY FATHER CONQUERED THE GREEK PENINSULA BUT WAS MURDERED BEFORE HE COULD LAUNCH A CAMPAIGN AGAINST PERSIA. I BECAME THE NEW KING OF MACEDON AFTER HIS DEATH AND LED MY ARMY ON TO CONQUER PERSIA, EGYPT, MESOPOTAMIA, AND PART OF INDIA.

EARLY IN MY REIGN THE GREEKS TRIED TO REVOLT AGAINST ME BUT I DESTROYED THE CITY-STATE OF THEBES AS A WARNING TO THE REST, AND THIS ENDED THE DISTURBANCE.

F. I WAS THE ELECTED LEADER OF ATHENS FOR OVER THIRTY YEARS. DURING THIS TIME WE ADVANCED TO BECOME THE LEADING CITY-STATE ON THE GREEK PENINSULA. SOME PEOPLE HAVE CALLED THE PERIOD IN WHICH I RULED THE *GOLDEN AGE OF GREEK CIVILIZATION*.

I LED THE ATHENIANS IN THE PELOPONNESION WAR AND DIED DURING THE SEIGE OF ATHENS IN 431 B.C.

G. I WAS AN ATHENIAN LEADER WHO HAD A PLAN TO SAVE GREECE FROM THE PERSIANS. THE HUGE PERSIAN FLEET WAS ABOUT TO ATTACK ATHENS WHEN WE TRICKED THEM AND THEY SAILED INTO THE BAY OF SALAMIS WHERE THEY WERE DEFEATED BY OUR SMALLER FLEET. WE THEN DROVE THEIR ARMY FROM THE GREEK PENINSULA.

DARIUS *B

PHILLIP *D

XERXES *A

THEMISTOCLES *G

ALEXANDER *E

PERICLES *F

3067

DEMONSTHENES *C

3068

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE CIRCUMSTANCES SURROUNDING THE PELOPONNESIAN WAR BY CHOOSING THE ANSWER WHICH COMPLETES THE STATEMENT FROM A LIST OF ALTERNATIVES.

%4□

0309

DIRECTIONS

SELECT THE LETTER OF THE ALTERNATIVE THAT COMPLETES THE STATEMENT.

THE ORIGINAL PURPOSE OF THE DELIAN LEAGUE WAS TO

3056

- A. PROTECT ATHENS FROM SPARTA.
- B. CONQUER THE GREEK PENINSULA.
- *C. PROTECT THE MEMBER CITY-STATES FROM THE PERSIANS.
- D. HELP THE MEMBER CITY-STATES WAGE WAR AGAINST ROME.

THE CAUSE OF THE PELOPONNESIAN WAR WAS

3057

- A. THE GREEKS WERE ATTACKED BY THE PERSIANS.
- B. SPARTAN MILITARY LEADERS WANTED TO CONQUER THE WORLD.
- C. ATHENS GAVE THE GREEKS IN ASIA MINOR MILITARY AID.
- *D. ATHENS AND SPARTA EACH FEARED THAT THE OTHER WAS GETTING TOO POWERFUL.

THE PLAN WHICH PERICLES HAD TO DEFEAT THE SPARTANS WAS

3058

- *A. THE ATHENIAN NAVY WOULD ATTACK SPARTAN CITIES WHILE THE SPARTAN ARMY WAS TRYING TO CONQUER ATHENS.
- B. THE ATHENIAN ARMY WOULD DEFEAT THE SPARTAN NAVY IN THE PELOPONNESUS.
- C. DEFEAT THE SPARTAN ARMY WHEN THEY ATTACKED PIRAEUS.
- D. THE SPARTAN ARMY WOULD BE DEFEATED AFTER BEING EXPOSED TO SICKNESS AND DISEASE WHEN THEY CONQUERED ATHENS.

THE RESULT OF THE PELOPONNESIAN WAR WAS

3059

- A. ATHENS DEFEATED SPARTA.
- B. PERSIA DEFEATED GREECE.
- *C. SPARTA DEFEATED ATHENS.
- D. GREECE DEFEATED PERSIA.

THE STUDENT CAN PREDICT THE ULTIMATE CHANGES WHICH WOULD OCCUR IF THE PERSIANS HAD WON THE BATTLE OF SALAMIS BY INDICATING FROM A SERIES OF STATEMENTS WHICH WOULD PROBABLY BE TRUE OR FALSE. %4□

0442

DIRECTIONS - IMAGINE THAT THE PERSIANS WON THE BATTLE OF SALAMIS INSTEAD OF THE GREEKS. READ EACH OF THE STATEMENTS BELOW. IF THE STATEMENT IS PROBABLY TRUE CIRCLE THE *A*. IF IT IS PROBABLY FALSE, CIRCLE THE *B*.

MANY OF THE GREEK SOLDIERS WOULD HAVE BEEN SLAUGHTERED AS PUNISHMENT FOR FIGHTING THE PERSIANS.

2220

205199

THE GOLDEN AGE OF GREECE WOULD HAVE BEEN AN OUTCOME OF THE WAR. *B

222

222

THE PERSIANS WOULD HAVE SPREAD GREEK IDEAS AS WIDELY AS THE ROMANS. *B

222

222

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF GODS AND GODDESSES OF ANCIENT GREECE BY IDENTIFYING THEM FROM GIVEN DESCRIPTIONS. 178

004

READ THE FOLLOWING PARAGRAPHS. DECIDE WHICH GOD OR GODDESS IS BEING DESCRIBED. PLACE THE LETTER OF THE CORRECT ANSWER IN THE BLANK.

I AM KING OF THE GREEK GODS. SOME SAY I LIVE ON MT. OLYMPUS.

177

- *A. ZEUS
- *B. APOLLO
- *C. HERMES

I AM THE GREEK GOD OF DRAMA. A FESTIVAL IS HELD IN MY HONOR EACH YEAR TO SELECT THE *BEST* WRITER OF TRAGEDY AND COMEDY.

178

- A. DIONYSUS
- *B. APOLLO
- C. POSEIDON

THE OLYMPICS ARE HELD IN HONOR OF ME EVERY FOUR YEARS. *ALL* ATHLETES VOW BEFORE MY ALTAR TO COMPETE FAIRLY.

178

- A. APOLLO
- B. ATHENA
- *C. ZEUS

I AM THE GOD OF WAR.

178

- A. HERMES
- *B. ARES
- C. APOLLO

I AM QUEEN OF THE GODS.

178

- A. APHRODITE
- B. ATHENA
- *C. HERA

I AM THE MESSENGER OF THE GODS.

178

- A. APOLLO
- *B. HERMES
- C. EROS

I AM THE GODDESS OF WISDOM.

178

- *A. ATHENA
- B. APHRODITE
- C. HESTIA

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF GODS AND GODDESSES OF ANCIENT GREECE BY IDENTIFYING THEM FROM GIVEN DESCRIPTIONS. 178

DIRECTIONS - CIRCLE THE LETTER OF THE CORRECT ANSWER.

WHICH GODDESS COULD HAVE INSPIRED THE MISS AMERICA PAGEANT?

- A. HERA
- *B. APHRODITE
- C. DEMETER
- D. ARTEMIS

2224
2224
2224
2224
2224

WHAT GOD DO WE THINK OF WHEN WE HEAR ABOUT ENGAGEMENT AND WEDDING PLANS?

- A. ZEUS
- B. HEPHAESTUS
- *C. EROS
- D. PLUTO

2225
2225
2225
2225
2225

WHAT GOD PROBABLY INSPIRED THE BEATLES AND THE ROLLING STONES?

- *A. APOLLO
- B. ZEUS
- C. ARES
- D. POSEIDON

2226
2226
2226
2226
2226

THERE MIGHT BE A STATUE OF THIS GODDESS IN A COLLEGE AUDITORIUM.

- A. HERA
- B. APHRODITE
- C. ARTEMIS
- *D. ATHENA

2227
2227
2227
2227
2227

WHAT GOD MIGHT BE PROMPTING CAR MANUFACTURERS TO PRODUCE CARS WITH HIGHER HORSEPOWER?

- A. APOLLO
- B. ZEUS
- *C. HERMES
- D. KRONOS

2229
2229
2229
2229
2229

WHAT GODDESS WAS PROBABLY ESPECIALLY INTERESTED IN QUEEN ELIZABETH'S CORONATION?

- A. PERSEPHONE
- B. ATHENA
- *C. HERA
- D. ARTEMIS

2230
2230
2230
2230
2230

WHAT GOD COULD BE REPRESENTED ON A CAN OF TUNA OR SALMON?

- A. ZEUS
- *B. POSEIDON
- C. PLUTO
- D. EROS

2231
2231
2231
2231
2231

WHICH GOD PROBABLY CLAPS HIS HANDS IN GLEE WHILE WATCHING THE ARAB-ISRAELI CONFLICT?

- *A. ARES
- B. ZEUS
- C. APOLLO
- D. DIONYSUS

2232
2232
2232
2232
2232

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN

DIRECTIONS - DECIDE WHICH OF THE FOLLOWING STATEMENTS ARE FACTS OR OPINIONS. IN THE BLANK BEFORE THE NUMBER WRITE *A* FOR FACT AND *B* FOR OPINION.

ATHENA WAS THE *BEST* GODDESS. *B

22

THE *GREATEST* CONTRIBUTION OF THE GREEKS WAS THE OLYMPIC GAMES. *B

22

22

ONE OF THE GREEK CONTRIBUTIONS TO THE WORLD WAS STIMULATION OF THE MIND. *A

22

22

ALL DEMOCRACIES SHOULD HAVE THE SAME BELIEFS AS THE ATHENIANS. *B

22

22

OF ALL THE CITY-STATES, ATHENS CONTRIBUTED THE *MOST* TO THE WORLD. *B

22

22

THE ATHENIANS WERE RIGHT WHEN THEY SAID A MAN SHOULD BE 30 YEARS OLD BEFORE BEING ALLOWED TO VOTE. *B

22

22

THE GREEKS WERE THE FIRST PEOPLE WE KNOW OF WHO BELIEVED IN DEMOCRACY OR A FORM OF IT FOR LARGE GROUPS OF PEOPLE. *A

22

22

LEONIDAS WAS A BETTER GENERAL THAN THEMISTOCLES. *B

22

A BOY WILL BE A BETTER SOLDIER IF HE ENTERS THE MILITARY WHEN HE IS 7 INSTEAD OF 18 YEARS OF AGE. *B

22

22

ALL GREEK WORKS OF ART ARE BEAUTIFUL. *B

22

ONE CAN *NOT* PINPOINT THE FALL OF GREECE TO ONE CAUSE. *A

22

THE OLYMPIC GAMES WERE HELD EVERY 4 YEARS. *A

22

THE PARTHENON IS THE *MOST* BEAUTIFUL TEMPLE IN THE WORLD. *B

22

SOCRATES SHOULD HAVE BEEN BANISHED BECAUSE HE DISPLEASED SOME OF THE *MOST* IMPORTANT ATHENIANS. *B

22

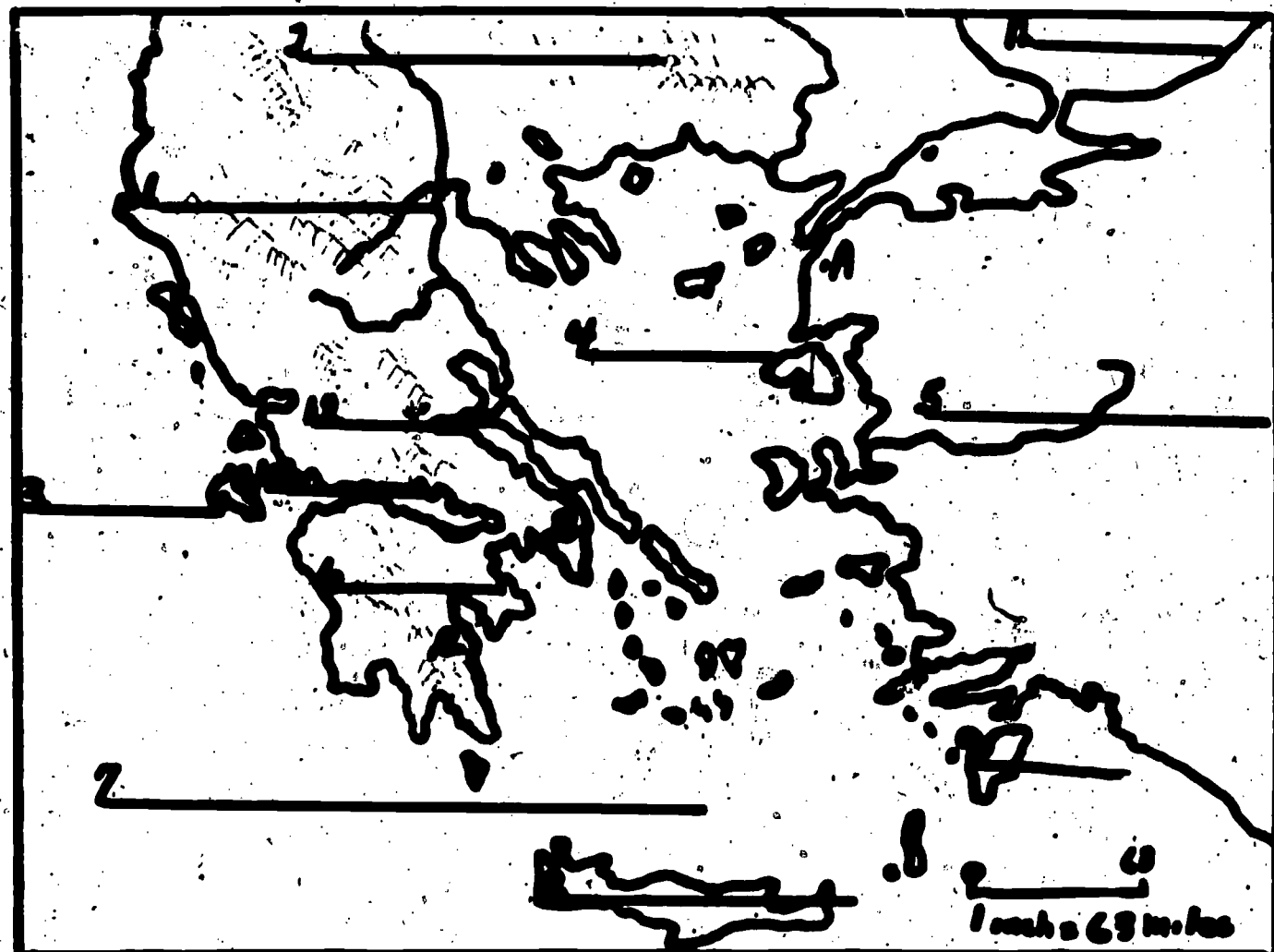
22

THE STUDENT WILL SHOW HIS UNDERSTANDING OF GREEK GEOGRAPHY BY LOCATING GREECE, HER WATER BODIES, SURROUNDING ISLANDS, CITIES, AND MOUNTAINS ON A MAP. %120

04

DIRECTIONS - IN THE BLANK BEFORE THE WORD, INDICATE THE LETTER OR NUMBER OF THE CORRECT ANSWER. LETTERS REFER TO CITIES. NUMBERS REFER TO WATER BODIES AND LAND AREAS.

01



ATHENS *R	2148
SPARTA *C	2149
PELOPONNESUS *6	2150
GULF OF CORINTH *10	2151
AEGEAN SEA *4	2152
MACEDONIA *2	2153
CRETE *8	2154
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RHODES *9	2156
ASIA MINOR *5	2157
TROY *A	2158
IONIAN SEA *3	2159
MEDITERRANEAN SEA *7	2160

6. ROME

THE STUDENT WILL SHOW HIS ABILITY TO RECOGNIZE THE TIME LENGTH AND IMPORTANT DATES OF THE ROMAN REPUBLIC BY CHOOSING THEM FROM A GIVEN LIST. 830

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

THE ROMAN REPUBLIC LASTED FOR ABOUT

- A. 100 YEARS.
- B. 300 YEARS.
- *C. 500 YEARS.
- D. 700 YEARS.

THE ROMAN REPUBLIC BEGAN ABOUT

- A. 1,000 B.C.
- *B. 500 B.C.
- *C. 100 A.D.
- D. 500 A.D.

THE ROMAN REPUBLIC ENDED ABOUT

- A. 500 B.C.
- B. 100 B.C.
- *C. 50 B.C.
- D. 500 A.D.

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE CHARACTERISTICS OF THE FRAMEWORK OF THE GOVERNMENT OF THE ROMAN REPUBLIC BY SELECTING THEM FROM A GIVEN LIST. 840

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

THE SUPREME POWER IN THE REPUBLIC AT FIRST RESTED IN THE

- A. CONSULS.
- B. SENATE.
- C. MAGISTRATES.
- *D. POPULAR ASSEMBLY.
- E. TRIBUNES.

AS IN OUR COUNTRY, ALL THE CITIZENS OF THE ROMAN REPUBLIC COULD VOTE. ONE DIFFERENCE IS THAT

- A. ROMANS HAD TO PAY A POLL TAX.
- *B. SOME ROMANS LIVED TOO FAR FROM THE POLLS TO VOTE.
- C. ROMANS COULD VOTE WHEN THEY REACHED 16 YEARS OLD.
- D. ALL OF THE ABOVE

C. WAS A REPRESENTATIVE FORM OF GOVERNMENT.
D. GAVE THE PEOPLE IN ITS COLONIES NO FREEDOMS.

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IT WAS OFTEN TRUE THAT THE OFFICIALS OF THE REPUBLIC WERE FROM
THE CLASS OF WEALTHY FAMILIES BECAUSE

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- A. THEY WERE THE ONLY ONES TO BE CONSIDERED CITIZENS.
- *B. ONLY THE RICH COULD AFFORD TO SERVE FOR NO SALARY.
- C. THE EMPEROR WOULD ONLY SELECT HIS FRIENDS.
- D. THE POOR PEOPLE WERE SERVING IN THE ARMY.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RELATE THE AFFECT OF
ROMAN WARS OF CONQUEST ON THE DAILY LIFE OF ROMAN CITIZENS BY
IDENTIFYING SPECIFIC CONSEQUENCES. #9

0208

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF
CHOICES.

0001

AS A RESULT OF SUCCESSFUL WARS OF CONQUEST, ROME

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- A. MADE A HUGE PROFIT AFTER EXPENSES OF WAR WERE PAID.
- B. MADE A GREAT AMOUNT OF COINS FROM CAPTURED PRECIOUS METALS.
- C. WAS ABLE TO DISCONTINUE DIRECT TAXES IN ITALY.
- *D. ALL OF THE ABOVE

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AS A RESULT OF SUCCESSFUL WARS OF CONQUEST, THE PEOPLE OF ROME

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- *A. ATTAINED A NEW STANDARD OF WEALTH AND LUXURY.
- B. WERE ABLE TO BECOME MORE DEMOCRATIC AT HOME.
- C. BEGAN TO FREE THEIR SLAVES.
- D. DEVELOPED A DESIRE FOR PEACE.

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IN WHICH WAY DID THE COMPOSITION OF THE SLAVES IN ROME CHANGE AS
A RESULT OF SUCCESSFUL WARS OF CONQUEST?

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- A. THERE WERE FEWER SLAVES THAN BEFORE.
- B. THE SLAVES WERE NOT AS REFINED AS THE OLDER TYPES HAD BEEN.
- *C. THERE WERE NOW MANY GREEK SLAVES WHO BROUGHT THEIR IDEAS
AND MANY TASTES INTO THE HOUSEHOLDS OF THEIR MASTERS.
- D. MANY OF THE SLAVES COULD OWN LAND NOW THAT THE CONQUERED
AREAS EXTENDED THE EMPIRE.

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AS A RESULT OF SUCCESSFUL WARS OF CONQUEST, IN ROME AN OFFICIAL
CAREER WAS NO LONGER CONSIDERED JUST AS HONOR AND SERVICE TO THE
STATE BUT ALSO

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- A. A JOB TO BE AVOIDED.
- *B. A WAY TO ATTAIN RICHES.
- C. A WAY TO AVOID THE ARMY.
- D. A JOB FOR EDUCATED SLAVES FROM GREECE.

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TO FIGHT THE ROMAN WARS OF CONQUEST, SOLDIERS WERE DRAFTED
CHIEFLY FROM THE

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- A. SLAVES.
- B. CITY DWELLERS.
- *C. SMALL LANDOWNERS.
- D. SONS OF THE WEALTHY.

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PARTLY AS A RESULT OF THE MANY WARS IN THE ROMAN REPUBLIC, THE
SMALL FARMERS

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D. WERE ABLE TO INCREASE THE PRICE OF THEIR PRODUCTS, NEEDED FOR FOOD FOR THE ARMY.

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THE LARGE LANDOWNERS HAD AN ADVANTAGE OVER THE SMALL FARMER IN THAT HE

- A. COULD GET SLAVES TO WORK FOR HIM.
- B. COULD GROW A VARIETY OF CROPS.
- C. DID NOT HAVE TO FIGHT IN THE ARMY.
- *D. ALL OF THE ABOVE

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WHEN THE SMALL FARMERS LEFT THE FARMS AND MOVED TO ROME, THEY SELDOM GOT JOBS IN INDUSTRY BECAUSE

- A. THEY DID NOT LIKE THAT TYPE OF WORK.
- *B. THE JOBS WERE TAKEN BY SKILLED SLAVES FROM INDUSTRIALLY ADVANCED LANDS.
- C. ROMAN CITIZENS WERE NOT SUPPOSE TO WORK IN FACTORIES.
- D. THEY PLANNED TO RETURN TO THEIR FARMS SOON.

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THE MAIN REASON WHY GAUL WAS AS EASILY CONQUERED WAS

- A. IT WAS LOCATED NEAR ITALY.
- B. THE PEOPLE ACTUALLY DESIRED TO BECOME ROMAN CITIZENS.
- *C. THE TRIBES IN GAUL WOULD NOT COOPERATE WITH EACH OTHER TO DEFEND THE LAND.
- D. THAT THE ROMANS HAD BETTER EQUIPMENT.

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THE STUDENT WILL INDICATE HIS KNOWLEDGE OF LARGE BODIES OF WATER WHICH INFLUENCE THE LANDS OF THE ROMAN EMPIRE BY SELECTING THEM FROM A LIST. %B

0198

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

THE LARGE SEA TOUCHING MANY PARTS OF THE ROMAN EMPIRE WAS THE

- A. ARABIAN.
- B. CASPIAN.
- C. BALTIC.
- *D. MEDITERRANEAN.

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THE SEA DIVIDING BRITAIN FROM THE REST OF THE ROMAN EMPIRE WAS THE

- A. MEDITERRANEAN.
- B. BALTIC.
- *C. NORTH.
- D. WEST.

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THE OCEAN TOUCHING PART OF THE ROMAN EMPIRE IS THE

- A. PACIFIC.
- B. INDIAN.
- *C. ATLANTIC.
- D. ARCTIC.

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A SEA TOUCHING THE AFRICAN PART OF THE ROMAN EMPIRE WAS THE

- *A. RED.
- B. BLACK.
- C. YELLOW.

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- A. AFGHAN.
- *B. ADRIATIC.
- C. TYRHENIAN.
- D. RED.

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A SEA BETWEEN GREECE AND ASIA MINOR IS THE

- *A. AEGEAN.
- B. ADRIATIC.
- C. TYRHENIAN.
- D. BLACK.

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THE BAY OF BISCAY IS LOCATED

- A. SOUTH OF SPAIN.
- B. EAST OF ITALY.
- C. NORTH OF BRITAIN.
- *D. WEST OF FRANCE.

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THE SEA INTO WHICH THE DANUBE RIVER EMPTIES FORMED PART OF THE NORTHEAST BORDER OF THE ROMAN EMPIRE. IT IS THE

- A. RED.
- B. YELLOW.
- *C. BLACK.
- D. WHITE.

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THE STUDENT WILL SHOW HIS KNOWLEDGE OF SOME OF THE LARGER AND/OR MORE IMPORTANT ISLANDS OF THE ROMAN EMPIRE BY SELECTING THEM FROM A LIST. #20

0199

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

AN ISLAND CLOSE TO THE SOUTHERN TIP OF THE ITALIAN PENINSULA IS

- A. SARDINA.
- B. CORSICA.
- C. CRETE.
- *D. SICILY.

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2300696

AN ISLAND SOUTH OF GREECE IS

- A. SARDINIA.
- B. CORSICA.
- *C. CRETE.
- D. SICILY.

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A STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF RIVERS AND MOUNTAINS OF THE AREA INCLUDED IN THE ROMAN EMPIRE BY SELECTING THEM FROM A LIST. #200

0200

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

MOUNTAINS OF NORTHERN ITALY ARE THE

2300698

D. ATLAS.

2300698

MOUNTAINS FORMING A BACKBONE DOWN THE PENINSULA OF ITALY ARE THE

2300699

A. ALPS.

2300699

*B. APENNINES.

2300699

C. PENNINES.

2300699

D. ATLAS.

2300699

MOUNTAINS DIVIDING FRANCE AND SPAIN ARE THE

2300700

A. ALPS.

2300700

B. APENNINES.

2300700

*C. PYRENEES.

2300700

D. PINDUS.

2300700

THE MOUNTAINS OF ENGLAND ARE THE

2300701

*A. PENNINE.

2300701

B. APENNINES.

2300701

C. PYRENEES.

2300701

D. PINDUS.

2300701

THE MOUNTAINS SEPARATING ITALY AND FRANCE ARE THE

2300702

A. PERININE.

2300702

B. APPENNINES.

2300702

C. PYRENNES.

2300702

*D. ALPS.

2300702

THE MOUNTAINS OF GREECE ARE THE

2300703

*A. PINDUS.

2300703

B. PENNINE.

2300703

C. APENNINES.

2300703

D. PYRENEES.

2300703

THE MOUNTAINS OF SWITZERLAND ARE THE

2300704

A. APENNINES.

2300704

B. PYRENEES.

2300704

*C. ALPS.

2300704

D. PENNINES.

2300704

THE RIVER ON WHICH THE CITY OF ROME IS LOCATED IS THE

2300705

A. RHONE.

2300705

B. AINO.

2300705

C. PO.

2300705

*D. TIBER.

2300705

THE MOST IMPORTANT RIVER OF NORTHERN ITALY IS THE

2300706

A. RHONE.

2300706

B. AINO.

2300706

*C. PO.

2300706

D. TIBER.

2300706

THE RIVERS WHICH HELPED TO FORM THE NORTHERN BOUNDARY OF THE ROMAN EMPIRE AT ITS HEIGHT OF POWER WERE THE RHINE AND THE

2300707

A. THAMES.

2300707

*B. DANUBE.

2300707

C. TIBER.

2300707

D. PO.

2300707

THE RIVERS WHICH HELPED TO FORM THE NORTHERN BOUNDARY OF

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- C. TIBER.
- D. THAMES.

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WHICH RIVER WAS NOT PART OF THE ROMAN EMPIRE

- A. RHINE
- B. PO
- C. THAMES
- *D. ELBE

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AN IMPORTANT RIVER OF EGYPT WAS THE

- A. PO.
- B. RHINE.
- C. DANUBE.
- *D. NILE.

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A RIVER WITH ITS SOURCE IN TURKEY IS THE

- A. RHINE.
- B. NILE.
- *C. EUPHRATES.
- D. ARNO.

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AN IMPORTANT RIVER OF SPAIN IS

- A. RHONE.
- B. RHINE.
- *C. ERRO.
- D. ARNO.

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AN IMPORTANT RIVER OF SOUTHERN SPAIN IS THE

- A. RHONE.
- B. ERRO.
- C. ARNO.
- *D. GUADALQUIVIR.

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AN IMPORTANT RIVER OF SOUTHERN FRANCE IS THE

- A. MEUSES.
- B. SEINE.
- *C. RHONE.
- D. RHINE.

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THE RIVER ON WHICH PARIS IS BUILT IS THE

- A. RHONE.
- B. LOIRE.
- *C. SEINE.
- D. GARONNE.

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AN IMPORTANT RIVER OF GERMANY IS THE

- A. RHONE.
- *B. RHINE.
- C. LOIRE.
- D. SEINE.

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AN IMPORTANT RIVER OF YUGOSLAVIA IS THE

- *A. DANUBE.
- B. RHINE.
- C. TIBER.
- D. RHONE.

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TODAY WHICH WERE ONCE PART OF THE ROMAN EMPIRE BY SELECTING THEM FROM A LIST. \$60

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

WHICH OF THE FOLLOWING COUNTRIES WAS *NOT* ONCE PART OF THE ROMAN EMPIRE

- A. PORTUGAL
- B. MOROCCO
- C. SWITZERLAND
- D. BULGARIA
- *E. DENMARK

WHICH OF THE FOLLOWING COUNTRIES WAS *NOT* ONCE PART OF THE ROMAN EMPIRE

- A. SPAIN
- B. ALGERIA
- C. BELGIUM
- *D. SWEDEN
- E. ALBANIA

WHICH OF THE FOLLOWING COUNTRIES WAS *NOT* PART OF THE ROMAN EMPIRE

- A. FRANCE
- B. TUNISIA
- C. ROMANIA
- D. NETHERLANDS
- *E. REPUBLIC OF IRELAND

WHICH OF THE FOLLOWING COUNTRIES WAS *NOT* PART OF THE ROMAN EMPIRE

- *A. SUDAN
- B. LUXEMBOURG
- C. AUSTRIA
- D. TURKEY
- E. GREECE

WHICH OF THE FOLLOWING COUNTRIES WAS *NOT* PART OF THE ROMAN EMPIRE

- A. HUNGARY
- B. LIBYA
- C. JORDAN
- D. ISRAEL
- *E. POLAND

WHICH OF THE FOLLOWING COUNTRIES WAS *NOT* PART OF THE ROMAN EMPIRE

- A. EGYPT
- B. LEBANON
- C. SYRIA
- D. WEST GERMANY
- *E. NORWAY

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THE STUDENT WILL SHOW HIS ABILITY TO RECOGNIZE CHARACTERISTICS OF

CHOICES.

THE ROMANS HELD THEIR TERRITORIES BY ALL OF THE FOLLOWING
EXCEPT

- A. PLACING SOLDIERS IN THEM.
- B. PLACING GOVERNORS IN THEM.
- C. PLACING TAX COLLECTORS IN THEM.
- *D. REQUIRING THE PEOPLE TO BECOME ROMAN CITIZENS.

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THE RELIGION OF MOST PEOPLE IN ANCIENT ROME CONSISTED OF A
BELIEF IN

- A. ONE GOD.
- B. TWO MAJOR GODS.
- *C. MANY GODS.
- D. GODS IN SPIRITUAL FORM ONLY.

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SOME OF THE REASONS FOR THE DECLINE OF THE ROMAN EMPIRE INCLUDE
ALL OF THE FOLLOWING *EXCEPT*

- A. THE ARMIES WHICH HELD THE BORDERS WEAKENED.
- B. DEMOCRATIC GOVERNMENT FADED.
- C. SMALL FARMERS WERE FORCED OUT OF AGRICULTURE.
- *D. CAESAR WAS ASSASSINATED BY JEALOUS GOVERNMENT OFFICIALS.

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE CULTURE OF
ANCIENT ROME BY SELECTING CORRECT STATEMENTS ABOUT IT FROM GIVEN
LISTS. *13*

0042

CIRCLE THE LETTER OF THE RESPONSE WHICH BEST COMPLETES THE
STATEMENT.

ALL THESE STATEMENTS ABOUT EDUCATION IN ANCIENT ROME ARE TRUE
EXCEPT

1786

- *A. BOYS, AT AGE SEVEN, WENT TO SCHOOL.
- B. GIRLS WERE TAUGHT TO SPIN, WEAVE, AND SEW.
- C. GIRLS LEARNED DUTIES OF A CITIZEN FROM THEIR MOTHERS.
- D. BOYS LEARNED DUTIES OF A CITIZEN FROM THEIR FATHERS.

ALL OF THESE STATEMENTS ABOUT EDUCATION IN ANCIENT ROME ARE TRUE
EXCEPT

1787

- A. BOYS WERE PREPARED TO BE EXCELLENT SOLDIERS.
- *B. GIRLS WENT TO LAW COURTS AND RELIGIOUS CEREMONIES.
- C. BOYS WERE TAUGHT TO RESPECT AUTHORITY.
- D. GIRLS LEARNED A LITTLE READING AND WRITING.

ALL OF THE FOLLOWING ARE TRUE ABOUT ROMAN CLOTHING *EXCEPT*

1788

- A. THEY WORE A TUNIC WHICH REACHED BELOW THE KNEE.
- *B. TUNICS WERE WORN AT FORMAL OCCASIONS.
- C. TUNICS WERE MADE FROM WHITE WOOL.
- D. THE DEEP FOLDS OF A TOGA WERE USED AS POCKETS.

THE ROMANS USED OLIVE OIL FOR ALL OF THE FOLLOWING REASONS
EXCEPT

1789

- *A. TO HEAT THEIR HOMES.
- B. AS BUTTER IS USED TODAY.
- C. IN LAMPS FOR LIGHT.

- A. CORNELIUS & CLAUDIUS ARE ROMAN BOYS NAMES.
- B. GIRLS WERE GIVEN FEMININE FORMS OF BOYS NAMES.
- C. BOYS HAD THREE NAMES.
- *D. THE FIRST NAME OF A BOY WAS HIS FAMILY NAME.

ALL OF THE FOLLOWING ARE TRUE OF ROMAN MEALS *EXCEPT*

- A. THEY ATE WITH THEIR HANDS OR WITH A SPOON.
- B. THEY ATE SLICED EGG, ONION, OYSTERS FOR APPETIZERS.
- *C. THEY HAD COFFEE OR TEA WITH THEIR PASTRY OR FRUIT DESSERT.
- D. THEY MIGHT HAVE EATEN PORK, DUCK, OR LAMB.
- E. FOR BREAKFAST THEY HAD BREAD, CHEESE, AND RAISINS.

ALL OF THE FOLLOWING ARE TRUE OF ROMAN FUNERALS *EXCEPT*

- A. THE FUNERAL PROCESSION WAS HEADED BY MUSICIANS.
- B. THE FAMILY AND ITS SLAVES WALKED BEHIND THE COFFIN.
- *C. SINGERS AND ACTORS WALKED IN FRONT OF THE COFFIN.
- D. THE GRAVE WAS MADE SACRED BY THE SACRIFICE OF A PIG.
- E. IF THE MAN WAS IMPORTANT HIS FUNERAL PROCESSION PAUSED IN THE FORUM.

ALL OF THE FOLLOWING ARE TRUE OF ROMAN ROADS *EXCEPT*

- A. SOME WERE MADE OF ASPHALT.
- B. THEY WERE WIDE AND SMOOTH.
- *C. THEY WERE STRONG AND WATERTIGHT.
- D. SOME ARE STILL IN EXISTENCE.
- E. SOME WERE MADE OF CEMENT.

ROMANS SHOWED THEIR SKILLS OF ARCHITECTURE IN ALL OF THE FOLLOWING *EXCEPT*

- A. BRIDGES.
- *B. THE PARTHENON.
- C. THE COLOSSEUM.
- D. ARCHES.
- E. AQUEDUCTS.

ALL OF THE FOLLOWING ARE TRUE OF ROMAN GAMES *EXCEPT*

- A. MANY GLADIATORS WERE CHRISTIANS.
- B. SOMETIMES MEN FOUGHT LIONS.
- C. THEY WERE A PUNISHMENT FOR CHRISTIANS.
- *D. ALL GLADIATORS WERE TORN APART BY THE HUNGRY ANIMALS.
- E. THE AUDIENCE COULD DECIDE IF A MAN SHOULD DIE BY TURNING THEIR THUMB DOWN.

ALL OF THE FOLLOWING ARE TRUE OF THE FINE ARTS OF ROME *EXCEPT*

- *A. MANY ROMANS PLAYED MUSICAL INSTRUMENTS.
- B. OPERAS WERE PERFORMED.
- C. BEAUTIFUL STATUES WERE CARVED.
- D. MEN WROTE HISTORIES AND LITERATURE.

ALL OF THE FOLLOWING ARE TRUE OF THE GOLDEN AGE OF ROME *EXCEPT*

- A. JULIUS CAESAR RULED.
- B. MARBLE TEMPLES WERE BUILT.
- C. PUBLIC BUILDINGS WERE BUILT IN THE FORUM.
- *D. THE ROMAN PEACE EXTENDED THROUGHOUT THE EMPIRE.
- E. MANY LANDS UNDER THE RULE OF ROME WERE UNITED.

ROME IMPORTED ALL OF THE FOLLOWING *EXCEPT*

E. DIAMONDS, TIGERS, AND ELEPHANTS FROM INDIA.

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY EVALUATING THE CERTAINTY OF SELECTED STATEMENTS BASED ON EVIDENCE IN THE PASSAGE. *140

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DIRECTIONS - ASSUMING THAT THE INFORMATION BELOW IS TRUE, IT IS POSSIBLE TO ESTABLISH OTHER FACTS USING THE ONES IN THIS PARAGRAPH AS A BASIS FOR REASONING. THIS IS CALLED DRAWING INFERENCES. THERE IS, OF COURSE, A LIMIT TO THE NUMBER OR KINDS OF FACTS WHICH MAY BE PROPERLY INFERRED FROM ANY STATEMENT.

0065

USE ONE OF THE FOLLOWING SYMBOLS IN THE SPACE PROVIDED.

- A - IF THE STATEMENT MAY BE INFERRED AS *TRUE*.
- B - IF THE STATEMENT MAY BE INFERRED AS *FALSE*.
- C - IF NO INFERENCE CAN BE DRAWN ABOUT IT FROM THE PARAGRAPH.

USE ONLY THE INFORMATION GIVEN IN THE PARAGRAPH AS A BASIS FOR YOUR RESPONSE.

PARAGRAPH

2435

THE LIST OF NECESSITIES FOR THE POOR FREE LABORER IN ANCIENT ROME WAS VERY SMALL. HE NEEDED ABOUT FIFTEEN BUSHEL OF WHEAT EVERY YEAR. ABOUT THE ONLY MEAT HE HAD TO EAT WAS THAT WHICH THE PRIESTS GAVE AWAY AFTER A SACRIFICE ON HOLIDAYS. HE NEEDED ABOUT A PENNY'S WORTH OF OIL AND ANOTHER PENNY'S WORTH OF WINE EACH DAY. HIS SMALL DAILY PORTION OF VEGETABLES COST THIS MUCH AGAIN. A POUND OF CHEESE COST RELATIVELY MORE, BUT WOULD SUFFICE FOR SEVERAL DAYS. THESE FOODS CONSTITUTED THE ARTICLES OF HIS USUAL MENU. THE WOOL FOR THE TWO TUNICS HE NEEDED EACH YEAR COST ABOUT ONE DOLLAR. HALF THIS MUCH WOULD PAY FOR A PAIR OF SANDALS WHICH HE SELDOM WORE. THE STATE SUPPLIED AMUSEMENTS ON HOLIDAYS FREE OF CHARGE AND ALSO SUPPORTED THE FREE PUBLIC BATHS, WHERE FRIENDS COULD GATHER. IF HE WERE OUT OF WORK THE STATE WOULD ALSO SUPPLY HIM WITH GRAIN. THEREFORE IT WAS POSSIBLE FOR THE POOR FREEMAN TO LIVE AND ALSO TO HAVE A WIFE IF HIS WIFE WOULD SPIN AND WEAVE.

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2445

EVEN THE LABORING CLASS HAD SOME RECREATION. *A

THE STATE WAS *NOT* CONCERNED WITH THE CONDITION OF THE POOR PEOPLE. *B

2446

2446

THE LIVING CONDITIONS OF THE ROMAN LABORERS WERE VERY POOR. *A

2447

FOOD AND CLOTHING WERE QUITE CHEAP IN ROME IN COMPARISON WITH MODERN TIMES. *A

2448

2448

THE LABORERS DID *SOME* OF THEIR WORK AT HOME, SINCE THE ROMANS HAD NO FACTORIES. *C

2449

2449

MOST LABORERS WERE SO POOR THAT THEY COULD NOT GET MARRIED. *B

2450

THERE WAS A RELIEF PROBLEM EVEN IN THE DAYS OF ANCIENT ROME. *A

THE ROMANS ATE *MOSTLY* CHEESE AND VEGETABLES, SINCE THEY DID NOT LIKE MEAT. *B

A LABORER'S WIFE OFTEN MADE HIS CLOTHING FOR HIM. *A

SOME PRIESTS WERE INTERESTED IN THE WELFARE OF THE POOR. *A

THE ROMANS DID NOT HAVE A WELL-ORGANIZED GOVERNMENT. *B

THE LIVING CONDITIONS OF THE SLAVES WERE BETTER THAN THOSE OF THE FREE LABORERS. *C

THE CHILD WILL DEMONSTRATE HIS ABILITY TO LOCATE THE MAIN IDEA BY SELECTING IT AFTER READING A PARAGRAPH ABOUT RECREATION IN EARLY ROME. #1

DIRECTIONS - READ THE PARAGRAPHS BELOW.

ONE TYPE OF PUBLIC AMUSEMENT IN EARLY ROME WAS HELD IN THE CIRCUS IN ROME, WHICH WAS A RACE-COURSE FOR CHARIOT RACES. THE CIRCUS COULD SEAT 180,000 PERSONS, WHICH MADE IT BIGGER THAN ANY STADIUM IN THE UNITED STATES.

THE PEOPLE OF ROME ALSO ENJOYED WATCHING BLOODY FIGHTS BETWEEN ANIMALS OR BETWEEN MEN AND ANIMALS, AND BETWEEN PROFESSIONAL FIGHTERS CALLED GLADIATORS. HUNDREDS OF LIONS, PANTHERS AND OTHER ANIMALS WERE KILLED. IN ROME, THOUSANDS WATCHED IN THE HUGE AMPHITHEATER CALLED THE COLOSSEUM, CHEERING ONE GLADIATOR TO WOUND AND KILL HIS OPPONENT. THE COLOSSEUM STILL STANDS AND IT IS ESTIMATED THAT IT COULD SEAT 45,000 PERSONS.

CHOOSE THE MAIN IDEA THAT COMES FROM THE ABOVE PARAGRAPHS.

- A. 180,000 PERSONS COULD BE SEATED IN THE CIRCUS IN ROME.
- *B. PUBLIC AMUSEMENTS WERE VERY IMPORTANT IN ROMAN LIFE.
- C. LIONS FOUGHT IN THE COLOSSEUM.
- D. THE CIRCUS WAS A RACE-COURSE FOR CHARIOT RACES.
- E. THE PROFESSIONAL FIGHTERS WERE CALLED GLADIATORS.

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF VARIOUS ROMAN LEADERS BY IDENTIFYING STATEMENTS THEY MIGHT HAVE SAID. #5

ON THE BLANK, WRITE THE LETTER OF A MAN LISTED BELOW WHO MIGHT HAVE SAID THE FOLLOWING PARAGRAPHS.

- A. J. CAESAR
- B. A. CAESAR
- C. JUSTINIAN
- D. VIRGIL
- E. CICERO
- F. CINCINNATUS

IS A REPUBLIC, I SAID. MY WIFE WARNED ME OF IMPENDING DANGER BUT I WENT TO THE SENATE ANYWAY. BUT I ANSWERED IT IS BETTER TO DIE ONCE THAN TO LIVE ALWAYS IN THE FEAR OF DEATH. *A

I WAS THE ROMAN EMPEROR WHO HAD ALL THE LAWS GATHERED TOGETHER INTO A SINGLE SYSTEM OR CODE; THAT MADE IT EASY TO STUDY ROMAN LAW. THIS CODE OF LAW WAS NAMED AFTER ME. *C

I CAME HOME TO ROME IN TRIUMPH IN 27 B.C. MY COUNTRYMEN HAILED ME AS EMPEROR. BUT I WANTED NO MORE WARS. THE SENATE GAVE ME MY NAME WHICH MEANS *HONORED*. LIKE MY UNCLE, I HELD MUCH POWER. *B

I HAD RETIRED TO MY FARM OUTSIDE OF ROME WHEN I WAS ASKED TO BECOME DICTATOR FOR SIX MONTHS. SWIFTLY, I DEFEATED THE ENEMY AND RETURNED TO ROME. I REFUSED A LARGE SUM OF GOLD FOR MY DEEDS AND WENT BACK TO MY FARM AFTER 16 DAYS. *E

1802

1803

1801

C. MIDDLE AGES

THE CHILD WILL DEMONSTRATE HIS ABILITY TO LOCATE THE MAIN IDEA BY SELECTING IT AFTER READING A PARAGRAPH ABOUT THE CRUSADES. #10

0265

INSTRUCTIONS -- READ THE PARAGRAPH BELOW.

THE CRUSADES ALSO STIRRED THE CURIOSITY OF EUROPEANS. THE CRUSADERS BROUGHT BACK TALES OF WEALTH OF STRANGE CUSTOMS AND OF NEW WAYS OF DOING THINGS. THROUGH CONTACT WITH THE MIDDLE EAST, EUROPEANS FIRST LEARNED TO USE PAPER, THE MAGNETIC COMPASS, AND THE KIND OF NUMBERS WE EMPLOY TODAY. LIKE THE STORIES OF MARCO POLO, AN ITALIAN WHO TRAVELLED TO CHINA IN THE THIRTEENTH CENTURY, THESE NEW IDEAS FIRED THE EUROPEAN IMAGINATION. EUROPEANS BEGAN TO HUNGER FOR MORE KNOWLEDGE OF THE WORLD IN GENERAL.

1805

CHOOSE THE MAIN IDEA THAT CAME FROM THE PARAGRAPH.

- A. RETURNING CRUSADERS BROUGHT BACK NEW IDEAS FROM THE MIDDLE EAST.
- B. BEFORE THE CRUSADES, EUROPEANS DID NOT KNOW HOW TO USE PAPER.
- *C. THE NEW INFORMATION THE CRUSADERS BROUGHT BACK FROM THE MIDDLE EAST MADE EUROPEANS WANT TO KNOW MORE ABOUT OTHER CULTURES.

THE STUDENT WILL DEMONSTRATE THE ABILITY TO ANALYZE CHANGES THAT WOULD HAVE OCCURRED IF AN HISTORICAL EVENT WERE ALTERED BY CHOOSING PLAUSIBLE ALTERNATIVES. #40

0032

IMAGINE THAT THE MOSLEMS HAD *NEVER* CONQUERED THE HOLY LAND, AND THE CRUSADES HAD *NOT* TAKEN PLACE. LOOK AT THE STATEMENTS BELOW.

- CITIES IN THE MIDDLE AGES WOULD HAVE DEVELOPED MORE SLOWLY. *A 1703
- THE USE OF SPICES IN THE MIDDLE AGES WOULD HAVE BEEN GREATER. *B 1704
- NO ONE IN THE MIDDLE AGES WOULD HAVE BEEN A KNIGHT. *B 1705
- THE EUROPEAN PEOPLE IN THE MIDDLE AGES WOULD HAVE KNOWN LESS ABOUT THE MOSLEMS. *A 1707

GIVEN PARAGRAPHS ABOUT WILLIAM THE CONQUEROR, STUDENTS WILL BE ABLE TO ANALYZE THIS INFORMATION BY CLASSIFYING GIVEN STATEMENTS AS BEING PROBABLY TRUE, PROBABLY FALSE, OR IMPOSSIBLE TO SAY. 0448

DIRECTIONS - READ THE FOLLOWING PARAGRAPHS ABOUT WILLIAM THE CONQUEROR VERY CAREFULLY AND THEN DECIDE IF THE STATEMENTS LISTED BELOW ARE PROBABLY TRUE, PROBABLY FALSE, OR WHETHER YOU ARE UNABLE TO SAY FROM THE INFORMATION PROVIDED. CIRCLE THE LETTER OF THE CORRECT CHOICE. BE *VERY* CRITICAL IN YOUR THINKING SINCE THERE IS ONLY ONE *BEST* ANSWER.

IN 1066 WILLIAM THE CONQUEROR DEFEATED HAROLD, RODE INTO LONDON, AND MADE HIMSELF KING OF ENGLAND. HE TOOK LAND FROM THE SAXON LORDS WHO HAD FOUGHT AGAINST HIM AND GAVE IT TO THE NORMAN NOBLES WHO FOUGHT FOR HIM. FOR A TIME THE SAXONS SHOWED THEIR HATRED BY NOT COOPERATING. BUT THE KING WAS A STRONG AND DETERMINED RULER AND SLOWLY WON THEIR ADMIRATION.

WILLIAM VERY WISELY ALLOWED THE SAXONS TO KEEP MANY OF THEIR OWN LAWS, CUSTOMS, COURTS, AND OFFICIALS. IN TIME THE HATRED GRADUALLY DIED AND BOTH GROUPS MINGLED AND BECAME THE ENGLISH PEOPLE.

- IN TIME THE NORMANS AND SAXONS INTERMARRIED. 2277
- *A. PROBABLY TRUE 2277
- *B. PROBABLY FALSE 2277
- *C. CAN'T SAY 2277

- WILLIAM THE CONQUEROR GAVE THE SAXONS SEVERE PHYSICAL PUNISHMENTS. 2278
- A. PROBABLY TRUE 2278
- *B. PROBABLY FALSE 2278
- *C. CAN'T SAY 2278

- THE SAXONS CAME TO BELIEVE WILLIAM THE CONQUEROR WAS BASICALLY A FAIR RULER. 2279
- *A. PROBABLY TRUE 2279
- B. PROBABLY FALSE 2279
- *C. CAN'T SAY 2279

- WILLIAM WAS MARRIED TO A SAXON PRINCESS. 2280
- A. PROBABLY TRUE 2280
- B. PROBABLY FALSE 2280
- *C. CAN'T SAY 2280

- WILLIAM WAS CROWNED AT WESTMINSTER ABBEY. 2281
- A. PROBABLY TRUE 2281

CONQUERORS WOULD BE WISE TO ALLOW CONQUERED PEOPLE TO RETAIN MUCH OF THEIR OLD LIFE STYLE.

- *A. PROBABLY TRUE
- *B. PROBABLY FALSE
- C. CAN'T SAY

2282
2282
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2282

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF EUROPEAN BARBARIC TRIBES BY SELECTING PERTINENT FACTS FROM GIVEN LISTS. #60

0451

IF CHARLES MARTEL HAD *NOT* CONQUERED THE MOORS,

- *A. WE MIGHT BE MOSLEMS TODAY.
- B. MOORISH ARCHITECTURE MIGHT HAVE GONE OUT OF EXISTENCE.
- C. CLOVIS MIGHT *NOT* HAVE BECOME KING.
- D. EDUCATION MIGHT HAVE STOPPED.

2313
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2313

THE EUROPEAN BARBARIANS WERE ALL OF THE FOLLOWING *EXCEPT*

- A. GERMANIC.
- *B. SHORT AND DARK.
- C. TEUTONIC.
- D. COURAGEOUS AND BRAVE.

2314
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2314

THE FIRST BARBARIANS TO ENTER THE ROMAN EMPIRE WERE

- A. VIKINGS.
- B. VANDALS.
- *C. GOTHs.
- D. SAXONS.

2315
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2315

THE BARBARIANS WHO LIVED IN GAUL *FRANCE* WERE KNOWN AS

- A. VIKINGS.
- B. GOTHs.
- *C. FRANKs.
- D. ANGLES.

2316
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2316
2316

ALL OF THE FOLLOWING TRIBES FOUGHT THE BRITONS *EXCEPT* THE

- A. PICTs.
- B. ANGLES.
- C. SCOTs.
- *D. FRANKs.
- E. SAXONS.

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2317

THE GERMANIC BARBARIANS THAT TERRORIZED THE COAST OF EUROPE FROM 800-1000 A. D. WERE THE

- A. SAXONS.
- *B. VIKINGS.
- C. FRANKs.
- D. BRITONS.

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2318

GIVEN STATEMENTS ABOUT A RULER, STUDENTS WILL BE ABLE TO ASSESS INFORMATION BY ANALYZING IT AS BEING PROBABLY TRUE, PROBABLY UNTRUE, OR IMPOSSIBLE TO DETERMINE FROM THE INFORMATION GIVEN. #50

0453

PROVIDED IN THE PARAGRAPH. CIRCLE THE BEST ANSWER.

I, ALFRED, GATHERED THESE LAWS TOGETHER AND COMMANDED MANY OF THEM TO BE WRITTEN WHICH OUR FOREFATHERS HELD. THOSE WHICH SEEMED TO BE GOOD. AND MANY OF THEM WHICH SEEMED TO ME NOT SO GOOD I REJECTED. I DURST NOT VENTURE TO SET DOWN IN WRITING MUCH OF MY OWN. FOR IT IS UNKNOWN TO ME WHAT OF THEM WOULD PLEASE THOSE WHO SHOULD COME AFTER ME.

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ALFRED BELIEVED IN FAIR LAWS.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

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23

ALFRED THOUGHT OTHERS SHOULD HAVE A SHARE IN MAKING LAWS.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

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ALFRED HAD THE LAWS WRITTEN DOWN SHORTLY BEFORE HIS DEATH.

- A. PROBABLY TRUE
- B. PROBABLY UNTRUE
- *C. CAN'T SAY

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23

ALFRED THOUGHT NEW SITUATIONS AND LAWS WOULD DEVELOP THROUGH THE YEARS.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

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23

ALFRED WAS A WEAK KING.

- A. PROBABLY TRUE
- *B. PROBABLY FALSE
- C. CAN'T SAY

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23

GIVEN A LIST OF HYPOTHETICAL STATEMENTS MADE BY PEOPLE IN THE MIDDLE AGES, THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF THE CLASS SYSTEM EXISTING AT THAT TIME BY SELECTING THE CLASS OF THE PERSON WHO MIGHT HAVE MADE THE STATEMENT. #7

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FOR EACH ITEM WRITE

- A. IF THE STATEMENT WAS MADE BY A SERF.
- B. IF THE STATEMENT WAS MADE BY A LORD.
- C. IF THE STATEMENT WAS MADE BY A KING.
- D. IF THE STATEMENT WAS MADE BY A KNIGHT.
- E. IF THE STATEMENT WAS MADE BY AN APPRENTICE.

I LEFT THE MANOR ONCE LAST YEAR AND NO ONE CAUGHT ME. *A

16

IF HE LEAVES THE MANOR AGAIN, I'LL HAVE HIM THROWN IN THE MOAT. *B

16

THIS IS HIS SHARE OF THE CORN, TAKE IT TO THE CASTLE. *A

16

I GAVE YOU LAND. NOW I NEED TWENTY OF YOUR MEN FOR THE CRUSADE

16

IN TWO YEARS I,LL BE PAID WAGES FOR MY WORK. *E 1701

I,LL HELP THE CITIES, AND THEN MY POWER WILL BE INCREASED. *C 1702

THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE LIFE STYLE OF THOSE LIVING DURING THE MIDDLE AGES BY IDENTIFYING FROM SEVERAL STATEMENTS THE ONES MOST LIKELY MADE BY SERFS OR NOBLES. #10# 0445

DIRECTIONS - IN THE BLANK BEFORE THE STATEMENT MARK *A* #SERF# OR *H* #NOBLE# DEPENDING ON WHICH PERSON MOST LIKELY MADE THE STATEMENT. 0112

MY SON WILL BECOME A KNIGHT IN SEVERAL DAYS. *B 2247

WHY SHOULD I WORK HARD IN THE FIELDS? *A 2248

I WILL GIVE SIR JASON SOME LAND IF HE WILL PROMISE TO SERVE ME. *H 2249
2249

MY DEAR WIFE, HOW WOULD YOU LIKE TO OVERSEE PREPARATIONS FOR A TOURNAMENT? *H 2250
2250

I WISH MY CHILDREN HAD MORE THAN ONE GARMENT TO WEAR. *A 2251

WE REALLY NEED TO PURCHASE ANOTHER TAPESTRY TO KEEP THE COLD AIR OUT. *H 2252
2252

WE CAN STAY WARM IN OUR ONE ROOM BY SLEEPING WITH OUR LIVE-STOCK. *A 2253
2253

LOWER THE DRAWBRIDGE SO WE CAN GET OUR FAMILIES AND LIVESTOCK INSIDE BEFORE THE ENEMY ATTACKS? *A 2254
2254

I WILL MISS MY LITTLE BOY WHEN HE GOES TO THE MANOR TO BECOME A PAGE. *H 2255
2255

I,AM SICK OF HEARING MY CHILDREN REFERRED TO AS MY LITTER. *A 2256

THE STUDENT WILL SHOW HIS KNOWLEDGE OF FEUDAL LIFE BY SELECTING FACTS *NOT* REPRESENTATIVE OF FEUDAL LIFE IN GIVEN SELECTIONS.#6# 0446

DIRECTIONS - SELECT THE ANSWER WHICH BEST COMPLETES THE STATEMENT.

A WOMAN OF NOBILITY DURING THE MIDDLE AGES WOULD HAVE PROBABLY DONE ALL OF THE FOLLOWING *EXCEPT* 2257

A. GIVE HER SCARF TO A KNIGHT AT THE TOURNAMENT. 2257

B. PARTICIPATE IN FALCONRY. 2257

*C. TAKE A BATH 3 TIMES A WEEK. 2257

D. LISTEN TO TROUBADORS. 2257

THE SERFS DID ALL OF THE FOLLOWING

C. WORK FOR THE LORD WITHOUT WAGES.

*D. JOIN THE RANKS OF KNIGHTHOOD.

CASTLES WERE ALL OF THE FOLLOWING *EXCEPT*

A. DRAFTY.

*B. COMFORTABLE.

C. DARK.

D. DAMP.

A PAGE DID ALL OF THE FOLLOWING *EXCEPT*

A. RUN ERRANDS.

B. BEGIN TRAINING AT AGE 7.

C. LEARN GOOD MANNERS.

*D. FOLLOW A KNIGHT INTO BATTLE.

A KNIGHT PROBABLY DID ALL OF THE FOLLOWING *EXCEPT*

*A. KILL DRAGONS.

B. PARTICIPATE IN TOURNAMENTS.

C. PRACTICE CHIVALRY.

D. FIGHT KNIGHTS FROM OTHER MANORS.

FEUDALISM WAS ALL OF THE FOLLOWING *EXCEPT*

A. A FRAMEWORK FOR CO-OPERATION.

B. A RELATIONSHIP BETWEEN WEAK AND STRONG.

*C. A PERIOD OF PEACEFUL EXISTENCE.

D. A SYSTEM WHICH WAS SUPPOSED TO CREATE ORDER.

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN
FACT AND OPINION STATEMENTS ABOUT THE MIDDLE AGES BY CLASSIFYING
EXAMPLES. -#14#

DIRECTIONS - DETERMINE WHETHER THE STATEMENTS BELOW ARE FACTS OR
OPINIONS. CIRCLE THE *A* FOR FACTS AND CIRCLE THE *B* FOR
OPINIONS.

THE NOBLES MADE MORE CONTRIBUTIONS THAN THE SERFS DURING THE
MIDDLE AGES. *B

*ALL SERFS WERE TREATED POORLY. *B

A BOY SOMETIMES BECAME A SQUIRE WHEN HE WAS 16. *A

ALL KNIGHTS OBEYED THE CODE OF CHIVALRY. *B

THE ROMAN CATHOLIC CHURCH WAS THE ONLY CHRISTIAN CHURCH IN
WESTERN EUROPE DURING THE MIDDLE AGES. *A

ALL OF THE QUALITIES ABOUT THE INVADING BARBARIANS WERE
BAD. *B

BENEDICT WAS *MORE* DEVOUT THAN ST. FRANCIS OF ASSISI. - *B

*AMERICANS WOULD ENJOY LIVING IN CASTLES. *B

KNIGHTS. *B	2272
FEW FARMERS OWNED LAND DURING THE MIDDLE AGES. *A	2273
HAD BOTH RECEIVED THE SAME TRAINING, THE NOBLES, SONS WOULD HAVE BEEN BETTER KNIGHTS THAN THE SERFS, SONS. *B	2274 2274
NO BATTLE DURING THE MIDDLE AGES EVER ACCOMPLISHED ANY GOOD. *H	2275 2275
WILLIAM THE CONQUEROR WAS A BETTER LEADER THAN CHARLEMAGNE. *B	2276

FROM A GIVEN LIST STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF MEDIEVAL TERMS BY IDENTIFYING WHICH PAIRS ARE RELATED OR UNRELATED. 824	0449
DIRECTIONS - IN THE BLANK BEFORE THE NUMBER, WRITE *A* IF THE TWO ITEMS ARE RELATED AND *H* IF THEY ARE NOT.	0113
NORSEMEN - SCANDINAVIA *A	2284
NINTH CENTURY - HAPPY YEARS *B	2285
FEUDALISM - CENTRAL GOVERNMENT *B	2286
SERFS - THOSE WHO SERVED *A	2287
VILLAGE PRIESTS - BAPTIZING *A	2288
BISHOPS - BURYING VILLAGERS *B	2289
MONASTERIES - HELP TO THE POOR *A	2290
MIDDLE AGES - EDUCATION FOR ALL *B	2291
VASSALS - HOMAGE *A	2292
MIDDLE AGES - 500-1500 A. D. *APPROXIMATELY* *A	2293
SERF - COULD BE BOUGHT AND SOLD *B	2294
DARK AGES - LAST PART OF MIDDLE AGES. *B	2295
SERF - CLEANLINESS *B	2296
PRIESTS - CONTROL OVER BISHOPS *B	2297
EARLY MIDDLE AGES - BARBARIC INVADERS. *A	2298
CHARLES THE HAMMER - FRANK *A	2299
CHARLEMAGNE - RESPECT FOR LEARNING *A	2300
FIEF - LAND *A	2301

SQUIRE - A STEP TOWARD KNIGHTHOOD *A	2304
JOUSTING - TOURNAMENT *A	2305
KINGS - POWERFUL RULERS *B	2306
PAGE - 7 YEARS *A	2307

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF FEUDAL TIMES BY IDENTIFYING CORRECT STATEMENTS FROM GIVEN LISTS. *140 0452

DIRECTIONS - CIRCLE THE LETTER OF THE CORRECT ANSWER.

A SERF MIGHT WISH TO JOIN A CRUSADE FOR ALL OF THE FOLLOWING REASONS *EXCEPT* 2320
 A. PERFORM A DUTY FOR GOD. 2320
 B. GET AWAY FROM HIS MASTER. 2320
 *C. RETURN TO THE MANOR AFTERWARDS. 2320
 D. SEE NEW LANDS. 2320

EACH MAN WHO RECEIVED LAND FROM A LORD WAS CALLED A/AN 2321
 A. TENANT. 2321
 B. FIEF. 2321
 *C. VASSAL. 2321
 D. FEUD. 2321

THE FEUDAL PERIOD WAS A TIME OF ALL OF THE FOLLOWING *EXCEPT* 2322
 A. WEAK KINGS. 2322
 B. DISORDER. 2322
 C. COOPERATION BETWEEN WEAK AND STRONG. 2322
 *D. EDUCATIONAL ADVANCEMENT. 2322

SHORTLY BEFORE A SQUIRE BECAME A KNIGHT HE HAD TO DO ALL OF THE FOLLOWING *EXCEPT* 2323
 A. TAKE A BATH. 2323
 B. WEAR SPECIAL CLOTHING. 2323
 *C. GO TO BED EARLY. 2323
 D. UNDERSTAND THE CODE OF CHIVALRY. 2323

BEFORE A MAN WAS GRANTED LAND HE HAD TO DO ALL OF THE FOLLOWING *EXCEPT* 2324
 A. PAY HOMAGE TO HIS LORD. 2324
 B. PROMISE TO FIGHT FOR THE LORD. 2324
 C. RECEIVE A TOKEN OF THE NEW RELATIONSHIP. 2324
 *D. PRAY ALL NIGHT. 2324

THE LORD OF THE MANOR HAD TO BE ABLE TO DO ONLY *ONE* OF THE FOLLOWING 2325
 *A. RIDE A HORSE. 2325
 B. READ BOOKS. 2325
 C. REPAIR THE CASTLE WALLS. 2325
 D. INSTIGATE BATTLES. 2325

THE TWO CLASSES OF TENANTS DURING THE MIDDLE AGES WERE 2326

- D. SERFS AND FEUDS. 2326
- A PRIEST DID ALL OF THE FOLLOWING *EXCEPT* 2327
- A. BAPTIZE VILLAGERS. 2327
 - B. BURY VILLAGERS. 2327
 - C. GIVE SERMONS. 2327
 - *D. PRESIDE OVER BISHOPS. 2327
- THE PLACE OF WORSHIP WHICH A BISHOP PRESIDED OVER WAS A 2328
- A. MONASTERY. 2328
 - B. MEETING HOUSE. 2328
 - *C. CATHEDRAL. 2328
 - D. CHAPEL. 2328
- DURING THE MIDDLE AGES THOSE WHO COULD READ WERE USUALLY 2329
- A. SERFS. 2329
 - B. LORDS. 2329
 - *C. PRIESTS. 2329
 - D. FREEMEN. 2329
- BIBLES IN THE MIDDLE AGES WERE ALL OF THE FOLLOWING *EXCEPT* 2330
- A. COSTLY. 2330
 - B. MADE BY HAND. 2330
 - *C. AVAILABLE TO ALL. 2330
 - D. CHAINED IN THE SANCTUARY. 2330
- AT THE SAME TIME A MAN COULD BE BOTH A 2331
- A. SERF AND FREEMAN. 2331
 - B. LORD AND TENANT. 2331
 - C. FREEMAN AND KNIGHT. 2331
 - *D. LORD AND VASSAL. 2331
- THE MEASURE OF A MAN'S WEALTH IN THE MIDDLE AGES WAS IN 2332
- A. MONEY. 2332
 - *B. LAND. 2332
 - C. BUILDINGS. 2332
 - D. VASSALS. 2332
- WHICH OF THE FOLLOWING DID *NOT* HELP BRING AN END TO FEUDALISM? 2333
- A. CRUSADES 2333
 - *B. WEAK KINGS 2333
 - C. GROWTH OF CITIES 2333
 - D. BLACK DEATH 2333

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ANALYZE RELATIONSHIPS ABOUT THE MIDDLE AGES BY IDENTIFYING THE PHRASE THAT REFLECTS A GIVEN RELATIONSHIP. 0450

DIRECTIONS - CIRCLE THE LETTER OF THE CORRECT ANSWER.

- A BISHOP WAS TO A PRIEST AS A 2308
- A. SERF WAS TO A LORD. 2308
 - B. LORD WAS TO THE POPE. 2308
 - *C. PAGE WAS TO A KNIGHT. 2308
 - D. LORD WAS TO A VASSAL. 2308

- B. PRIEST WAS TO A BISHOP.
- C. LORD WAS TO A VASSAL.
- D. KNIGHT WAS TO A SQUIRE.

A SQUIRE WAS TO A PAGE AS A

- A. SERF WAS TO A LORD.
- *B. BISHOP WAS TO A PRIEST.
- C. POPE WAS TO A PRIEST.
- D. PRIEST WAS TO A BISHOP.

WILLIAM THE CONQUEROR WAS TO THE ENGLISH AS

- A. CHARLEMAGNE WAS TO THE FRANKS.
- B. KING ALFRED WAS TO THE DANES.
- *C. CHARLES THE HAMMER WAS TO THE MOSLEMS.
- D. POPE URBAN WAS TO THE CRUSADERS.

THE CODE OF CHIVALRY WAS TO A KNIGHT AS A

- A. FIEF WAS TO A FEUD.
- B. LANCE WAS TO A PAGE.
- C. JOUST WAS TO A SQUIRE.
- *D. BIBLE WAS TO A MONK.

THE STUDENT WILL APPLY HIS UNDERSTANDING THAT SPECIALIZATION LEADS TO INTERDEPENDENCE BY SELECTING PHRASES WHICH ARE COMMON AND/OR UNCOMMON TO BOTH A CITY IN THE MIDDLE AGES AND A CITY TODAY. \$11

- LOOK AT THE FOLLOWING NEWSPAPER HEADLINES. DECIDE IF THE HEADLINE COULD HAVE APPEARED IN A MIDDLE AGE CITY NEWSPAPER, A CHICAGO SUBURBAN NEWSPAPER, OR BOTH. SELECT
- A. FOR A MIDDLE AGE CITY NEWSPAPER.
 - B. FOR A CHICAGO SUBURBAN NEWSPAPER.
 - C. FOR BOTH.

1,420 DIE OF FEVER *A

GRADUATING CLASS NUMBERS 870 *B

PARK BOARD MEETS TONIGHT *B

CENSUS SHOWS POPULATION INCREASE *C

STRIKE THREAT BY EMPLOYEES *B

SEWER BOND ISSUE PASSES *B

TOURNAMENT BEGINS TODAY *C

GUILD LOWERS PRICES *A

TOLL RATES INCREASED *B

HIGHWAY DEPARTMENT PLAN NEW ROUTE *B

FAIR TO BEGIN SATURDAY *C

0035

GIVEN A LIST OF NAMES OF PEOPLE IN THE MIDDLE AGES, THE STUDENT WILL BE ABLE TO RECALL THE OCCUPATION OF THE PERSON BY MATCHING THE NAME TO THE CORRECT OCCUPATION. #7a

FOR EACH OCCUPATION LISTED SELECT THE PERSON FROM THE LIST BELOW WHO BEST MATCHES THE JOB DESCRIPTION.

- A. GUTENBERG
- B. GALILEO
- C. MICHELANGELO
- D. MONK
- F. CRUSADER
- F. MASTER
- G. APPRENTICE
- H. PAGE
- I. SQUIRE
- J. SERF

PERSON LEARNING A TRADE *G

1719

PAINTER *C

1720

FARMER *J

1721

PRINTER *A

1722

MAN DEVOTED TO HOLY LIFE *D

1723

ASTRONOMER *B

1724

SKILLED WORKMAN WHO COULD WORK INDEPENDENTLY *F

1725

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY EVALUATING THE CERTAINTY OF SELECTED STATEMENTS BASED ON EVIDENCE IN THE PASSAGE. #10a

0352

DIRECTIONS - ASSUMING THAT THE INFORMATION BELOW IS TRUE, IT IS POSSIBLE TO ESTABLISH OTHER FACTS USING THE ONES IN THIS PARAGRAPH AS A BASIS FOR REASONING. THIS IS CALLED DRAWING INFERENCES. THERE IS, OF COURSE, A LIMIT TO THE NUMBER OR KINDS OF FACTS WHICH MAY BE PROPERLY INFERRED FROM ANY STATEMENT.

0065

USE ONE OF THE FOLLOWING SYMBOLS IN THE SPACE PROVIDED.

- A - IF THE STATEMENT MAY BE INFERRED AS *TRUE*
- B - IF THE STATEMENT MAY BE INFERRED AS *FALSE*
- C - IF NO INFERENCE CAN BE DRAWN ABOUT IT FROM THE PARAGRAPH

USE ONLY THE INFORMATION GIVEN IN THE PARAGRAPH AS A BASIS FOR YOUR RESPONSE.

PARAGRAPH

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BY THE CLOSE OF THE THIRTEENTH CENTURY THERE WERE SEVERAL FAMOUS UNIVERSITIES ESTABLISHED IN EUROPE, THOUGH OF COURSE THEY WERE VERY DIFFERENT FROM MODERN ONES. ONE OF THE EARLIEST TO BE

HAVE THE BEST TRAINING IN STUDYING ROMAN LAW. STUDENTS ESPECIALLY INTERESTED IN PHILOSOPHY AND THEOLOGY WENT TO THE UNIVERSITY OF PARIS. THOSE WHO WISHED TO STUDY MEDICINE WENT TO THE UNIVERSITIES OF MONTEPELIER OR SALERNO.

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THERE WERE LAWSUITS BETWEEN PEOPLE OCCASIONALLY IN THOSE DAYS. *A

THE PROFESSORS WERE POORLY PAID. *C

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IN THE MIDDLE AGES PEOPLE WERE *NOT* INTERESTED IN GETTING AN EDUCATION. *B

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THERE WERE BOOKS IN EUROPE AT THAT TIME. *A

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MOST OF THE TEACHING IN THESE MEDIEVAL UNIVERSITIES WAS VERY POOR. *C

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THERE WERE *NO* DOCTORS IN EUROPE AT THIS TIME. *B

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THERE WAS *NO* WAY TO TRAVEL DURING THE MIDDLE AGES. *B

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IF A STUDENT WANTED TO BE A PRIEST, HE WOULD PROBABLY ATTEND THE UNIVERSITY OF PARIS. *A

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THERE WERE *NO* UNIVERSITIES IN EUROPE BEFORE THE THIRTEENTH CENTURY. *C

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THERE WAS ONLY ONE LANGUAGE IN EUROPE AT THIS TIME. *C

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THE STUDENT WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN FACTS THAT ARE RELEVANT AND FACTS THAT ARE NOT RELEVANT TO A SITUATION OR PROBLEM BY CORRECTLY IDENTIFYING THE RELEVANT AND NON-RELEVANT INFORMATION. %60

0308

DIRECTIONS - YOU HAVE BEEN ASSIGNED THE TOPIC, THE RISE OF THE MIDDLE CLASS IN EUROPE. READ THE FOLLOWING PARAGRAPHS AND SEE WHICH ONES HELP WITH YOUR REPORT. CIRCLE *A* IF THE PARAGRAPH HELPS. CIRCLE *B* IF THE PARAGRAPH DOES NOT HELP.

0235

MOST EUROPEAN PEOPLE OF THAT DAY BELIEVED IN THE TEACHING OF THE ROMAN CATHOLIC CHURCH. THE POPE WAS THOUGHT OF AS THE SPIRITUAL RULER OF ALL WESTERN EUROPE. EVEN THE KINGS OF EUROPE WERE OBLIGED TO ACCEPT HIS DECISIONS.

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A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

IN TIME SOME CASTLES DEVELOPED INTO COMMUNITIES CALLED CASTLE TOWNS. EACH CASTLE TOWN NEEDED MEN TO DO SPECIAL JOBS, SUCH AS MAKING SHOES OR CLOTHES. A MAN OR TWO WAS NEEDED TO MAKE ARMOR AND WEAPONS. AS TIME PASSED, SOME OF THESE MEN WHO MADE THINGS FOR OTHERS OPENED LITTLE SHOPS IN THE FRONT ROOMS OF THEIR HOUSES. IN THIS WAY THEY BECAME MERCHANTS AS WELL AS CRAFTSMEN.

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*A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

NOBLE DIED. HIS LAND AND CASTLE PASSED INTACT TO HIS OLDEST SON. SINCE THE OTHER SONS DID NOT INHERIT THEIR FATHERS PROPERTY, THEY STAYED IN THEIR CLASS BY GETTING THEMSELVE APPOINTED TO MILITARY OR CHURCH OFFICES OR BY MARRYING THE DAUGHTERS OF NOBLES.

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A. THIS PARAGRAPH HELPS.

*B. THIS PARAGARPH DOES NOT HELP.

AS THEIR BUSINESSES GREW, THE BEST CRAFTSMEN WERE ALLOWED TO TRAIN APPRENTICES AND SO MAKE MORE GOODS TO SELL. BESIDES SUPPLYING THEIR FELLOW TOWNSMEN WITH SHOES OR CLOTH OR ARMOR, THEY OFTEN MADE SOME TO TRADE FOR OTHER GOODS THEY WANTED. IN THIS WAY THERE GREW UP A MERCHANT CLASS. IT WAS FROM THIS GROUP THAT TRADERS CAME TO VENICE AND GENOA TO BUY THE GOODS OF THE FAR EAST, FOR THE CASTLE TOWNS. WITH THEM THEY BROUGHT WOOLEN CLOTH FOR RESALE IN THE EAST.

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*A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

THE MIDDLE AGES 500-1500 WAS A PERIOD OF IGNORANCE AND SUPERSTITION. VERY FEW PEOPLE EXCEPT THE CLERGY WERE EDUCATED. PEOPLE WERE WILLING TO BELIEVE FANTASTIC THINGS, EVEN TO THE EXISTENCE OF GIANTS, DRAGONS, AND TWO HEADED CREATURES. MANY WERE CONVINCED THAT THE WORLD WAS FLAT AND THAT A SHIP WHICH SAILED OVER THE EDGE WOULD FALL OFF.

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A. THIS PARAGRAPH HELPS.

*B. THIS PARAGRAPH DOES NOT HELP.

AS MERCHANTS AND TRADERS MADE MONEY AND IMPROVED THEIR CONDITION. THEY GRADUALLY FORMED A THIRD SOCIAL CLASS. THE NOBLES, BORN INTO THEIR CLASS, LOOKED DOWN UPON THE MERCHANTS, WHILE THE SERFS LOOKED UP TO THEM. ANYONE WITH INTELLIGENCE AND THE WILL TO WORK COULD RISE TO AN IMPORTANT PLACE IN THE MERCHANT CLASS, NO MATTER HOW LOWLY HIS BIRTH... IT IS IMPORTANT TO NOTE THAT THE MERCHANTS WEALTH WAS IN MONEY, DOCKS, WAREHOUSES AND EQUIPMENT AND NOT IN LAND. BY THE 1400'S THE POSSESSION OF MONEY MADE A MAN ALMOST AS IMPORTANT AS THE POSSESSION OF LAND AND A TITLE.

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*A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HEL.

GIVEN A LIST OF HISTORICAL EVENTS, THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF CHRONOLOGY BY PLACING THE EVENTS IN THE CORRECT POSITION ON A TIME LINE. *16

0036

FOR EACH EVENT SELECT

A. IF THE EVENT OCCURRED DURING THE B.C. YEARS.

B. IF THE EVENT OCCURRED BETWEEN 1 A.D. AND 1000 A.D.

C. IF THE EVENT OCCURRED BETWEEN 1000 A.D. AND 1700 A.D.

D. IF THE EVENT OCCURRED AFTER 1800 A.D.

CRUSADES BEGIN *C

1726

ROMAN EMPIRE FALLS *B

1727

NEW STONE AGE BEGINS; *A

1728

HIEROGLYPHIC WRITING FIRST USED *A	1730
ROMANS CONQUER EGYPT *A	1731
OLYMPIC GAMES BEGIN *A	1732
GREAT PYRAMID BUILT *A	1733
PRINTING PRESS INVENTED BY GUTENBERG *C	1734
ROMANS CONQUER GREECE *A	1735
MIDDLE AGES END *C	1736
MOSLEMS CONQUER HOLY LAND *C	1737
GUILDS FIRST FORMED *C	1738
ATHENIANS DEFEAT PERSIANS AT MARATHON *A	1739
EXPLORERS COME TO AMERICA *C	1740
MANOR SYSTEM BEGINS *C	1741

D. AMERICAN HISTORY

1. INDIANS

THE STUDENT WILL SHOW HIS RECOGNITION OF THE THEORY THAT THE FIRST AMERICAN INDIANS PROBABLY CAME FROM ASIA BY CORRECTLY SELECTING IT FROM A LIST OF ALTERNATIVES. 810 0005

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

MOST MODERN SCIENTISTS THINK THAT THE FIRST AMERICAN INDIANS ORIGINATED AS 2300009
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 A. NATIVE INHABITANTS OF SOUTH OF THE ARCTIC CIRCLE. 0009
 B. DESCENDANTS OF THE TRIBES OF LOST ATLANTIS. 0009
 C. IMMIGRANTS FROM THE POTOMIC KINGDOM OF ANCIENT EGYPT.
 *D. ROVING BANDS OF ASIANS WHO CROSSED THE BERING STRAITS INTO ALASKA. 2300009
 2300009

2. EARLY EXPLORATIONS

RELATIONSHIP FROM GIVEN ALTERNATIVES. %6D

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

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WHICH OF THE FOLLOWING HELPED TO CHANGE SOME OF THE IDEAS OF EARLY MAN?

- A. STAYING WITHIN HIS OWN COMMUNITY
- *B. TRAVELING BEYOND HIS OWN AREA OF LAND
- C. READING BOOKS THAT HAD BEEN WRITTEN
- D. RECEIVING LETTERS FROM FOREIGN LANDS

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WHAT WAS AN IMPORTANT INFLUENCE IN CHANGING EARLY MAN'S IDEAS AND BELIEFS?

- *A. LEARNING ABOUT NEW AND DIFFERENT PLACES AND PEOPLE
- B. MOVING TO A NEIGHBORING VILLAGE
- C. TALKING WITH OTHERS WHO HAD SIMILAR IDEAS
- D. BEING TOLD THE EARTH WAS FLAT

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WHAT SCIENTIFIC DISCOVERIES INFLUENCED MAN'S IDEAS OF THE KNOWN WORLD?

- A. WATER CLOCK
- B. GUNPOWDER
- *C. COMPASS
- D. COTTON GIN

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WHAT CHANGES DEVELOPED IN EARLY RECORDED HISTORY AS A RESULT OF MAN'S EXPLORATIONS AND TRAVEL?

- *A. MAPMAKERS EXTENDED THEIR MAPS WITH NEW KNOWLEDGE.
- B. PEOPLE FROM CHINA CAME TO LIVE IN ITALY.
- C. CHILDREN WENT TO SCHOOL TO LEARN ABOUT THE NEW IDEAS OF THE WORLD.
- D. MANY PEOPLE WERE EAGER TO MOVE TO THE NEW WORLD TO LIVE.

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WHY DID IT TAKE SO LONG FOR THE PEOPLE OF EUROPE TO CHANGE THEIR IDEAS?

- A. THEY DID NOT LISTEN TO THE STORIES OF TRAVELERS.
- B. THEIR LEADERS TOLD THEM WHAT TO BELIEVE.
- *C. THEY LIVED A SIMPLE LIFE AND ONLY TOOK CARE OF THEIR BASIC NEEDS.
- D. THEY DIDN'T SEE THE NEED FOR TRAVEL TO DISTANT PLACES.

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THE STUDENT WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN FACTS THAT ARE RELEVANT AND FACTS THAT ARE NOT RELEVANT TO A SITUATION OR PROBLEM BY CORRECTLY IDENTIFYING THE RELEVANT AND NON-RELEVANT INFORMATION. %9D

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DIRECTIONS - YOU ARE TRYING TO LEARN WHAT COLUMBUS BELIEVED ABOUT THE SHAPE AND SIZE OF THE EARTH. BELOW ARE SENTENCES FOR YOU TO READ. CIRCLE *A* IF THE SENTENCE PROVIDES USEFUL INFORMATION FOR THAT TOPIC. CIRCLE *B* IF THE INFORMATION IS NOT USEFUL.

0231

THE ANCIENT EGYPTIANS THOUGHT OF THE EARTH AS A GREAT OBLONG BOX.

- A. HELPFUL
- *B. NOT HELPFUL

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ROUND LIKE A BALL.

- *A. HELPFUL
- *B. NOT HELPFUL

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THE GREAT MISTAKE COLUMBUS MADE WAS IN BELIEVING THE EARTH TO BE SMALLER THAN IT IS.

- *A. HELPFUL
- *B. NOT HELPFUL

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SOME PEOPLE PICTURED THE EARTH AS A LARGE DISC FLOATING ON ENDLESS WATERS.

- *A. HELPFUL
- *B. NOT HELPFUL

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COLUMBUS DIDN'T KNOW THERE WAS A VAST CONTINENT WHICH WOULD BAR THE WAY TO THE EAST INDIES.

- *A. HELPFUL
- *B. NOT HELPFUL

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TWO THOUSAND YEARS BEFORE COLUMBUS THE GREEK SCHOLAR PYTHAGORAS SAID THE EARTH WAS BALL-SHAPED.

- *A. HELPFUL
- *B. NOT HELPFUL

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THE COMPASS WAS THE MOST IMPORTANT INSTRUMENT COLUMBUS HAD WITH HIM.

- *A. HELPFUL
- *B. NOT HELPFUL

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NINETY MEN SAILED WITH COLUMBUS IN THREE SMALL SHIPS.

- *A. HELPFUL
- *B. NOT HELPFUL

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WHICH OF THE FOLLOWING THREE STATEMENTS TELLS BEST WHAT YOU WERE READING TO FIND OUT?

- A. THE VOYAGE OF COLUMBUS
- *B. WHAT COLUMBUS THOUGHT ABOUT THE EARTH'S SHAPE
- C. IS THE EARTH ROUND OR FLAT?

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF EARLY EXPLORERS, BOTH FRENCH AND ENGLISH, BY MATCHING NAMES WITH ACCOMPLISHMENTS.
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MATCH THE CORRECT EXPLORER WITH HIS ACCOMPLISHMENT.

- A. SAMUEL DE CHAMPLAIN
- B. HENRY HUDSON
- C. CHRISTOPHER COLUMBUS
- D. AMERIGO VESPUCCI
- E. JOHN CAROT
- F. VASCO BALBOA
- G. RADISSON AND GROSEILLERS
- H. JACQUES CARTIER
- I. ROBERT DE LA SALLE
- J. MARQUETTE AND JOLIET

REACHED THE MOUTH OF THE MISSISSIPPI RIVER *I	1763
SAILED UP THE ST. LAWRENCE *H	1764
AN EXPLORER AND A PRIEST *J	1765
THE FATHER OF CANADA *A	1766
CLAIMED NEWFOUNDLAND FOR ENGLAND *E	1767
DISCOVERED AMERICA 1492 *C	1768
FOUNDED HUDSON BAY CO. *G	1769

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE EXPLORERS OF GIVEN COUNTRIES BY DESIGNATING THEIR REASONS FOR EXPLORATIONS WESTWARD BY MATCHING THEM CORRECTLY WITH THEIR DISCOVERY. 0214 0220

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

ACCORDING TO HISTORIANS, THE VIKINGS SAILED WESTWARD ON THE ATLANTIC OCEAN LONG BEFORE OTHER EUROPEANS DARED TO DO SO. 2300815
 WHAT WAS THE REASON THEY FIRST VENTURED WEST? 2300815
 A. THEY WANTED TO FIND NEW LAND FOR THEIR COUNTRY. 2300815
 B. LEIF ERICSON DARED HIS PEOPLE TO SAIL THE UNKNOWN SEA. 2300815
 *C. ERIC THE RED WAS EXILED FOR A CRIME HE HAD COMMITTED. 2300815
 D. THEIR LEADER DIRECTED AN EXPEDITION TO PLUNDER MORE LANDS. 2300815

THE VIKINGS BUILT HOMES ON THE FIRST LAND THEY REACHED IN THE NORTH ATLANTIC. WHERE WAS THIS? 2300816
 A. COAST OF NORTH AMERICA 2300816
 *B. GREENLAND 2300816
 C. ICELAND 2300816
 D. ALASKA 2300816

WHO WAS PROBABLY THE FIRST EUROPEAN TO LAND ON THE NORTH AMERICAN CONTINENT? 0817
 A. AMERIGOS VESPUCCI 2300817
 B. CHRISTOPHER COLUMBUS 2300817
 *C. MARCO POLO 2300817
 *D. LEIF ERICSON 2300817

WHY DID THE KINGS OF EUROPE SEND EXPLORERS WESTWARD TO LOOK FOR A NEW ROUTE TO THE SPICE ISLANDS? 2300818
 *A. THE ITALIAN MERCHANTS CONTROLLED THE ROUTES THROUGH THE MEDITERRANEAN SEA AND REFUSED TO SHARE THEM. 2300818
 B. THE RULERS OF EUROPE KNEW THERE WAS A SHORTER ROUTE THAT WOULD BE LESS EXPENSIVE. 2300818
 C. THEY COULD NOT GET ANYONE TO GO SOUTHWARD ACROSS THE EQUATOR. 2300818
 D. ALL OTHER ROUTES WERE TOO DANGEROUS FOR THEIR MERCHANTS TO TRAVEL. 2300818

WHY WAS PRINCE HENRY SO IMPORTANT TO THE PERIOD OF EXPLORATION IN HISTORY? 2300819

- DEVELOPMENT OF NAVIGATION.
 C. HE SENT OUT AN EXPEDITION TO SAIL AROUND AFRICA.
 D. HE SET UP A SCHOOL FOR MAPMAKERS.

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- WHO WERE THE FIRST TO SAIL AROUND THE SOUTHERN TIP OF AFRICA?
 A. SPANISH SAILORS
 B. ENGLISH COLONISTS
 C. PORTUGUESE SAILORS
 D. VIKING SEAMEN

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- WHY DID COLUMBUS GO TO PORTUGAL TO STUDY NAVIGATION?
 A. HIS FATHER HAD TAUGHT AS MUCH AS HE KNEW ABOUT BOATS.
 B. HE WANTED TO BE ABLE TO SAIL THE VAST UNKNOWN SEA.
 C. HE HAD WATCHED SHIPS IN GENOA AND WANTED TO LEARN TO SAIL.
 D. SAILORS RETURNING FROM SEA VOYAGES COULDN'T TEACH HIM.

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- COLUMBUS HAD DIFFICULTY GETTING THE NECESSARY FUNDS AND BACKING FROM RULERS OF A COUNTRY SO THAT HE COULD PROVE HIS IDEAS THAT THE EARTH WAS ROUND. WHO FINALLY CONSENTED TO GIVING HIM THE SHIP(S)?

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- A. KING OF ENGLAND.
 B. MERCHANTS OF ITALY
 C. KING OF PORTUGAL
 D. KING AND QUEEN OF SPAIN

- WHAT LANDS DID COLUMBUS REACH WHEN HE THOUGHT HE HAD COME TO THE SPICE ISLANDS?

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- A. WEST INDIES
 B. EAST COAST OF FLORIDA
 C. CAPE COD
 D. NORTHERN COAST OF SOUTH AMERICA

- WHAT EXPLORER, SAILING FOR SPAIN, FOUNDED A COLONY ON THE Isthmus of PANAMA?

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- A. COLUMBUS
 B. MAGELLAN
 C. BALBOA
 D. CARTIER

- WHEN MAGELLAN SAILED WESTWARD FOR SPAIN, HE SAILED TO THE SOUTHERN TIP OF SOUTH AMERICA BECAUSE

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- A. HE WAS CERTAIN THERE WAS AN ALL WATERWAY AROUND THE WORLD.
 B. BALBOA HAD SAILED THROUGH THE STRAITS THERE BEFORE HIM.
 C. THE PASSAGE THROUGH THE NORTHERN AREA WAS FROZEN.
 D. THE ENGLISH AND FRENCH GUARDED THE COASTS OF NORTH AMERICA.

- WHAT SPANIARD BECAME GOVERNOR OF FLORIDA WHEN HE HAD GIVEN SPAIN A CLAIM TO THIS LAND IN NORTH AMERICA?

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- A. MAGELLAN
 B. PONCE DE LEON
 C. COLUMBUS
 D. BALBOA

- WHAT SPANIARD WENT INTO MEXICO FROM CUBA TO FIND THE WONDERFUL AZTEC CITY?

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- A. PIZARRO
 B. CORTEZ
 C. DE SOTO
 D. CORONADO

- A. ENGLISH
- B. ITALIAN
- *C. SPANISH
- D. FRENCH

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AFTER THE DISCOVERY OF AMERICA WHY DID THE COUNTRIES OF EUROPE CONTINUE TO LOOK FOR A PASSAGEWAY THROUGH THE NORTH AMERICAN CONTINENT?

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- A. THEY WANTED TO BUILD A SETTLEMENT INLAND.
- B. THEY HOPED TO FIND RICHES IN THE ROCKY MOUNTAINS.
- *C. THEY WANTED TO REACH THE FAR EAST.
- D. THEY THOUGHT THE CONTINENT WAS SMALL ENOUGH TO CROSS BY RIVER.

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NOT LONG AFTER COLUMBUS, FIRST VOYAGE WEST, ENGLAND SENT AN EXPEDITION TO FIND CATHAY & CHINA. WHO LED THIS EXPEDITION FOR ENGLAND?

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- A. WILLIAM PENN.
- B. JOHN SMITH
- C. SIR WALTER RALEIGH
- *D. JOHN CAROT

BOTH FRANCE AND ENGLAND SENT EXPLORERS TO THE NORTH AMERICAN CONTINENT TO FIND THE NORTHWEST PASSAGE. THEY BELIEVED THERE WAS

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- A. A LAND ROUTE ACROSS THE CONTINENT THAT WOULD BE A SHORT CUT TO THE PACIFIC OCEAN.
- *B. AN ALL-WATER ROUTE THROUGH THE CONTINENT THAT WOULD LEAD TO THE SPICE ISLANDS.
- C. A SHORT CUT TO THE MISSISSIPPI RIVER.
- D. A LAND AND WATER ROUTE TO THE NORTHWEST SECTION OF THE CONTINENT.

WHEN FRANCE SENT JACQUE CARTIER ON HIS FIRST EXPEDITION TO LOOK FOR THE NORTHWEST PASSAGE, WHAT OTHER TASK WAS HE TO DO FOR FRANCE WHILE IN THE NEW WORLD?

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- *A. EXPLORE THE COAST AND THE COUNTRY.
- B. SET UP A FUR TRADING POST.
- C. TEACH RELIGION TO THE INDIANS.
- D. BUILD A SETTLEMENT.

WHEN JOHN CAROT CLAIMED THE NORTHEASTERN COAST OF NORTH AMERICA, WHAT WAS ENGLAND'S MAIN INTEREST IN THIS LAND?

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- A. TO ESTABLISH COLONIES THERE
- *B. TO FISH IN THE RICH FISHING GROUNDS
- C. TO KEEP THE COASTS FOR INLAND EXPEDITIONS
- D. TO FIND GOLD AND RICHES

THE CLAIMS THAT FRANCE MADE TO TERRITORY IN THE NEW WORLD WERE FIRST HELD FOR

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- *A. FUR TRADERS.
- B. SETTLERS.
- C. EXPLORERS.
- D. MISSIONARIES.

THE ADVENTURES OF SAMUEL DE CHAMPLAIN EXTENDED FRANCE'S EARLY CLAIMS IN THE NEW WORLD FROM

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- *A. NEWFOUNDLAND INLAND TO THE GREAT LAKES.
- B. ST. AUGUSTINE TO THE SETTLEMENT OF NEW AMSTERDAM.
- C. NEW ORLEANS NORTHWARD ON THE MISSISSIPPI RIVER TO THE

D. NEWFOUNDLAND WESTWARD TO THE HUDSON BAY REGION.

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WHO WERE THE TWO FRENCH EXPLORERS WHO PADDLED ALONG THE SHORES OF THE GREAT LAKES, AND DOWN THE MISSISSIPPI RIVER?

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- A. CAROT AND CARTIER
- B. VEROZANO AND DE SOTO
- *C. MARQUETTE AND JOLIET
- D. LA SALLE AND CHAMPLAIN

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THE STUDENT WILL BE ABLE TO DESCRIBE WHY THE COUNTRIES AND PEOPLE OF EUROPE WISHED TO EXPLORE THE NEW WORLD BY CHOOSING A REASON FROM A GIVEN LIST. 87

MATCH THE PERSON WITH ONE OF THE REASONS AS TO WHY HE CAME TO THE NEW WORLD.

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JOHN SMITH

- A. TO CLAIM NEW LANDS FOR FRANCE
- *B. TO HELP THE ENGLISH ESTABLISH A COLONY
- C. TO ESTABLISH A COLONY OF RELIGIOUS FREEDOM FOR QUAKERS
- D. TO ESTABLISH A FRENCH COLONY IN CANADA
- E. TO FIND A N.W. PASSAGE FOR THE DUTCH BUT INSTEAD EXPLORED THE EAST COAST

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WILLIAM PENN

- A. TO CLAIM NEW LANDS FOR FRANCE
- B. TO HELP THE ENGLISH ESTABLISH A COLONY
- *C. TO ESTABLISH A COLONY OF RELIGIOUS FREEDOM FOR QUAKERS
- D. TO ESTABLISH A FRENCH COLONY IN CANADA
- E. TO FIND A N.W. PASSAGE FOR THE DUTCH BUT INSTEAD EXPLORED THE EAST COAST

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JACQUES CARTIER

- *A. TO CLAIM NEW LANDS FOR FRANCE
- B. TO HELP THE ENGLISH ESTABLISH A COLONY
- C. TO ESTABLISH A COLONY OF RELIGIOUS FREEDOM FOR QUAKERS
- D. TO ESTABLISH A FRENCH COLONY IN CANADA
- E. TO FIND A N.W. PASSAGE FOR THE DUTCH BUT INSTEAD EXPLORED THE EAST COAST

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SAMUEL DE CHAMPLAIN

- A. TO CLAIM NEW LANDS FOR FRANCE
- B. TO HELP THE ENGLISH ESTABLISH A COLONY
- C. TO ESTABLISH A COLONY OF RELIGIOUS FREEDOM FOR QUAKERS
- *D. TO ESTABLISH A FRENCH COLONY IN CANADA
- E. TO FIND A N.W. PASSAGE FOR THE DUTCH BUT INSTEAD EXPLORED THE EAST COAST

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HENRY HUDSON

- A. TO CLAIM LANDS FOR FRANCE
- B. TO HELP THE ENGLISH ESTABLISH A COLONY
- C. TO ESTABLISH A COLONY OF RELIGIOUS FREEDOM FOR QUAKERS
- D. TO ESTABLISH A FRENCH COLONY IN CANADA
- *E. TO FIND A N.W. PASSAGE FOR THE DUTCH BUT INSTEAD EXPLORED THE EAST COAST

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- A. WILLIAM PENN. 2301919
- B. ROGER WILLIAMS. 2301919
- *C. JAMES OGLETHROPE. 2301919
- D. WALTER RALEIGH. 2301919

- GEORGE CALVERT WANTED TO ESTABLISH A COLONY IN AMERICA TO 2301920
- *A. ENSURE RELIGIOUS FREEDOM. 2301920
 - B. SET UP A FARMING TYPE OF ECONOMY. 2301920
 - C. DEVELOP NATURAL RESOURCES. 2301920
 - D. KEEP THE ENGLISH FROM GETTING ALL OF THE LAND. 2301920

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE DISCOVERY AND EARLY EXPLORATION OF THE NEW WORLD BY CORRECTLY IDENTIFYING THE MEN INVOLVED AND SELECTED FACTS ABOUT THEM. 57

- COLUMBUS GREW UP IN THE COUNTRY OF 1999
- *A. ITALY 2301999
 - B. SPAIN 2301999
 - C. FRANCE 2301999
 - D. PORTUGAL 2301999

- COLUMBUS WAS FINALLY GIVEN MONEY FOR HIS TRIP BY THE KING AND QUEEN OF 2302000
- *A. SPAIN. 2302000
 - B. PORTUGAL. 2302000
 - C. ENGLAND. 2302000
 - D. FRANCE. 2302000

- THE PURPOSE OF COLUMBUS' FIRST VOYAGE TO THE NEW WORLD WAS TO FIND. 2001
- *A. A NEW ROUTE TO THE EAST. 2001
 - B. A SHORT WAY TO AMERICA. 2302001
 - C. THE INDIANS. 2302001
 - D. THE RICHES OF CHINA. 2302001

- WHICH OF THE FOLLOWING WAS *NOT* A SHIP ON THE FIRST VOYAGE OF COLUMBUS? 2302002
- A. NINA 2302002
 - B. PINTA 2302002
 - C. SANTA MARIA 2302002
 - *D. SAN SALVADOR 2302002

- FERDINAND MAGELLAN WAS THE FIRST MAN TO 2302003
- A. SEE THE PACIFIC OCEAN. 2302003
 - *B. SAIL AROUND THE WORLD. 2302003

- JOHN CAROT WAS THE FIRST EXPLORER FOR 2302004
- A. HOLLAND. 2302004
 - B. FRANCE. 2302004
 - *C. ENGLAND. 2302004
 - D. ITALY. 2302004

- THE WORD CONQUISTADORS MEANS 2302005
- A. RULER. 2302005
 - B. KINGS. 2302005
 - *C. CONQUERORS. 2302005
 - D. SLAVES. 2302005

THE STUDENT WILL DISPLAY HIS ABILITY TO RECOGNIZE THE NAME OF THE EXPLORER WHO DISCOVERED THE ST. LAWRENCE RIVER BY MATCHING THE EXPLORER WITH HIS DISCOVERY. %10 0063

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

IN SEARCHING FOR THE NORTHWEST PASSAGE, A FRENCH EXPLORER FOUND THE SAINT LAWRENCE RIVER. HIS NAME WAS 2300077
A. SAMUEL CHAMPLAIN. 2300077
*B. JACQUES CARTIER. 2300077
C. FERDINAND MAGELLAN. 2300077
D. PONCE DE LEON. 2300077

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY DETERMINING THE CERTAINTY OF SELECTED STATEMENTS BASED ON EVIDENCE IN THE PASSAGE. %50 0307

DIRECTIONS - READ THE FOLLOWING PASSAGE. 0229

IN THE SPRING OF 1542, CORONADO AND HIS MEN RETREATED FROM THE GREAT PLAINS, BACK TO MEXICO WHERE THE EXPEDITION HAD STARTED. THERE WAS NO GOLD AT CIBOLA OR QUIVERA, OR ANYWHERE ELSE ON THE PLAINS. THERE WAS NOTHING BUT WASTELAND, FIT ONLY FOR INDIANS AND BUFFALO.

CORONADOS MEN HEADED SOUTH AND THE GRASS BEHIND THEM ROSE BACK IN PLACE LEAVING NO TRACE THAT THESE INVADERS HAD EVER PASSED THAT WAY.

READ EACH OF THE FOLLOWING STATEMENTS CAREFULLY. THEN DECIDE WHETHER IT IS *PROBABLY TRUE, PROBABLY FALSE,* OR THAT YOU ARE *UNABLE TO SAY* WHETHER IT IS TRUE OR FALSE *FROM THE INFORMATION PROVIDED IN THE ABOVE PARAGRAPH.* CIRCLE THE LETTER OF YOUR CHOICE. IN THE SPACE PROVIDED BELOW EACH STATEMENT GIVE A REASON FOR YOUR CHOICE.

CORONADO WILL RETURN TO THE GREAT PLAINS. 2654
A. PROBABLY TRUE 2654
B. PROBABLY FALSE 2654
*C. CAN'T SAY 2654

THE SPANIARDS WERE EQUIPPED TO MAKE A LIVING ON THE PLAINS. 2655
A. PROBABLY TRUE 2655
*B. PROBABLY FALSE 2655
C. CAN'T SAY 2655

CORONADOS MEN WERE DISCOURAGED. 2656
*A. PROBABLY TRUE 2656
B. PROBABLY FALSE 2656
C. CAN'T SAY 2656

THE PURPOSE OF THE EXPEDITION WAS TO HUNT BUFFALO. 2657
A. PROBABLY TRUE 2657
*B. PROBABLY FALSE 2657
C. CAN'T SAY 2657

FERTILE LANDS.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE RELATIONSHIP BETWEEN NEW WORLD DISCOVERIES AND CHANGES IN THE COURSE OF HISTORY BY CORRECTLY IDENTIFYING THESE RELATIONSHIPS. %9

0216

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

DISCOVERY AND EXPLORATION OF THE NORTHEAST COAST OF THE NORTH AMERICAN CONTINENT LED TO GROWTH OF INDUSTRIES IN NEW FRANCE. WHAT INDUSTRIES DEVELOPED?

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- *A. FARMING, FUR TRADING, AND FISHING
- B. LUMBER CAMPS AND FARMING
- C. SETTLEMENTS AND EXPLORATIONS
- D. WOOLEN MILLS AND COAL MINING

ALTHOUGH FRENCH EXPLORERS DID NOT FIND A PASSAGE TO THE ORIENT THROUGH NORTH AMERICA, WHAT IMPORTANT DISCOVERIES DID THEY MAKE THAT CHANGED THE COURSE OF HISTORY?

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- A. THEY LOCATED AND WORKED IN GOLD MINES.
- B. THEY OPENED A HIGHWAY ALONG THE ATLANTIC COAST TO NEW YORK.
- *C. THEY FOUND AN INLAND WATERWAY THROUGH THE GREAT LAKES REGION.
- D. THEY SET UP SHIPBUILDING ON THE EAST COAST.

WHAT HAPPENED IN THE COURSE OF HISTORY TO THE SETTLEMENT AND MISSION THAT THE FRENCH ESTABLISHED ON THE ST. LAWRENCE RIVER?

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- A. THEY DISAPPEARED BECAUSE OF THE DIFFICULT WINTERS AND SCARCITY OF FOOD.
- *B. THE CITIES OF QUEBEC AND MONTREAL DEVELOPED.
- C. THEY COMBINED AND BECAME AN INDEPENDENT STATE.
- D. THEY BECAME THE SHIPBUILDING CENTER OF THE CONTINENT.

IN THEIR EARLY VISITS TO THE COAST OF NEWFOUNDLAND, WHAT DID SOME OF THE FRENCH FISHERMEN DISCOVER THAT CHANGED THE COURSE OF TRADE?

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- A. THEY DISCOVERED THAT QUEBEC COULD BE EXPANDED.
- B. THE ST. LAWRENCE RIVER COULD BE USED FOR TRANSPORTING PEOPLE AND EVENTUALLY BECOME A WORLD WATERWAY.
- *C. THE DUTCH AND FRENCH FISHERMEN TOGETHER COULD DEVELOP EXTENSIVE TRADE WITH EUROPE.
- *D. OLD PIECES OF METAL COULD BE EXCHANGED FOR FURS LEADING TO THE GROWTH OF WORLD TRADE.

HOW DID COLUMBUS' DISCOVERY OF THE NEW LAND FOR SPAIN CHANGE THE COURSE OF HISTORY?

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- *A. IT ENCOURAGED OTHER EXPLORERS TO SAIL THE UNKNOWN SEAS AND SEEK NEW LANDS.
- B. IT MADE IT POSSIBLE FOR THE PILGRIMS TO SETTLE ON THE LANDS COLUMBUS DISCOVERED.
- *C. IT LED PEOPLE TO CHANGE THEIR WAYS OF PRESERVING FOODS WHEN COLUMBUS BROUGHT BACK SPICES.
- D. IT ESTABLISHED TRADE BETWEEN EUROPEAN COUNTRIES AND THE

HOW DID SPANISH EXPLORATION OF CENTRAL AMERICA CHANGE THE COURSE OF HISTORY FOR THE NORTH AMERICAN CONTINENT?

- A. SPANISH EXPLORERS DROVE THE AZTECS OUT OF MEXICO INTO CALIFORNIA.
- B. NEW TERRITORIES WERE OPENED TO THE SOUTH FOR FURTHER EXPLORATION BY SPAIN.
- *C. EXPLORERS SEEKING GOLD DISCOVERED NEW LANDS TO THE NORTH TO EXPLORE AND DEVELOP.
- D. SPAIN ESTABLISHED COLONIES IN THE NORTH WHICH WERE IMMEDIATELY SUCCESSFUL IN SELF-GOVERNMENT.

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TO PROTECT HER SHIPS FROM FRENCH PIRACY, SPAIN

- A. SENT WARSHIPS TO BOMBARD THE HARBORS OF FRANCE AND THEREBY DESTROY THEIR SHIPS.
- B. ATTACKED THE FRENCH FISHING BOATS ON THE COAST OF THE TERRITORY THAT BECAME CANADA.
- *C. USED THE ESTABLISHMENT OF ST. AUGUSTINE FOR OPERATIONS AGAINST THE CORSAIRS.
- D. CHANGED THE ROUTE BY WHICH HER TREASURE SHIPS COULD REACH SPANISH PORTS SAFELY.

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WHAT DID BALBOA'S DISCOVERY OF THE PACIFIC OCEAN HAVE TO DO WITH CHANGING THE COURSE OF HISTORY?

- A. THE ENGLISH COULD NOW CLAIM ALL OF THE EASTERN SECTION OF NORTH AMERICA, AND THE SPANISH COULD CLAIM THE WESTERN SECTION.
- *B. IT LED TO FURTHER EXPLORATION BY MAGELLAN AND PROOF THAT THE EARTH WAS ROUND.
- C. IT LED TO THE SPANIARDS DISCOVERING THE ALL-WATER ROUTE TO THE EAST AROUND SOUTH AFRICA.
- D. SPANIARDS FOUND THE GOLD THEY HAD TOLD BALBOA WAS BEYOND THIS SEA.

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HOW DID DISCOVERY AND EXPLORATION OF THE NEW WORLD LEAD TO CHANGES IN THE WAY OF LIFE FOR INDIVIDUALS IN THE COURSE OF HISTORY?

- *A. SETTLERS WHO MOVED TO NEW UNSETTLED LANDS LEARNED NEW WAYS AND STRANGE ENVIRONMENTS.
- B. NATIVES OF THE NEW WORLD ACCEPTED THE IDEAS OF THE SETTLERS AND FOLLOWED THEIR WAYS OF LIFE.
- C. INDIVIDUALS DID *NOT* CHANGE THEIR WAYS BUT LIVED AS THEY HAD IN THE OLD WORLD.
- D. INDIVIDUALS DISCARDED THEIR OLD CUSTOMS AND DEVELOPED NEW IDEAS AND BELIEFS.

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3. COLONIZATION OF THE U.S.

THE STUDENT WILL BE ABLE TO RECOGNIZE AND IDENTIFY THE SOCIAL, ECONOMIC, AND RELIGIOUS CONDITIONS WHICH WERE PREVALENT IN WESTERN EUROPE AROUND THE END OF THE 16TH CENTURY BY MATCHING THE CONDITION TO AN EVENT. 37n

0217

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF

0001

WHAT WERE THE OTHER COUNTRIES OF WESTERN EUROPE DOING DURING THE YEARS BETWEEN THE DISCOVERY OF AMERICA AND THE COLONIZATION OF THE LAND BY ENGLAND?

- A. THEY WERE WAITING TO SEE WHAT ENGLAND WOULD DO ABOUT HER CLAIMS IN THE NEW WORLD.
- *B. THEY WERE EXPLORING, MAPPING, AND CLAIMING LARGE PORTIONS OF LAND IN NORTH AND SOUTH AMERICA.
- C. THEY WERE SETTLING DISPUTES OVER UNCLAIMED LANDS OF NORTH AMERICA AND DIVIDING THEM EQUALLY BETWEEN THEMSELVES.
- D. SOME OF THE COUNTRIES WERE TOO BUSY SETTLING THEIR OWN PROBLEMS TO DO MUCH ABOUT COLONIZING.

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DURING THE YEARS BEFORE ENGLAND BEGAN TO COLONIZE, WHAT WAS HAPPENING TO THE LIVING CONDITIONS OF THE ENGLISH PEOPLE?

- *A. THE ENTIRE ORDER OF THE SOCIETY WAS CHANGING, AND THE NOBILITY WERE FREEING THEIR SERVANTS AND FARM WORKERS TO MAKE THEIR OWN LIVING IN THE TOWNS.
- B. THE WEALTHY LANDOWNERS WERE HIRING MORE FARMERS AND LABORERS TO WORK ON THEIR VAST LANDS.
- C. THE FARMERS WERE MOVING FROM THE COUNTRYSIDE TO THE CITIES WHERE THERE WERE GREATER OPPORTUNITIES TO GET BETTER JOBS.
- D. THE FARMERS WHO HAD WORKED FOR THE NOBLEMEN WERE BUYING THEIR OWN LANDS AND MAKING A BETTER LIVING FOR THEIR FAMILIES.

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HOW DID ENGLAND'S BREAKING AWAY FROM THE CATHOLIC CHURCH AND ESTABLISHING THE CHURCH OF ENGLAND AFFECT THE CONDITIONS FOR MANY OF THE PEOPLE OF ENGLAND?

- A. THE LANDS TAKEN FROM THE CATHOLIC CHURCH WERE SOLD TO INDIVIDUAL FARMERS WHO WANTED TO BUY SMALL FARMS.
- *B. THE PEOPLE WHO HAD LIVED BY THE LAWS ESTABLISHED BY THE CATHOLIC CHURCH HAD TO OBEY LAWS OF THE CHURCH OF ENGLAND OR LEAVE THE COUNTRY.
- C. THE PEOPLE WHO ACCEPTED THE BELIEFS OF THE CHURCH OF ENGLAND WERE GIVEN ASSISTANCE BY THE QUEEN WHEN THEY NEEDED JOBS.
- *D. LANDS BELONGING TO THE CATHOLIC CHURCH WERE SEIZED AND GIVEN TO FAVORITES OF THE KING, THEREBY INCREASING THE NUMBERS OF WEALTHY LANDLORDS AND DECREASING THE OPPORTUNITIES TO BUY LAND.

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WHAT WAS THE GENERAL ATTITUDE OF WESTERN EUROPEAN GOVERNMENTS TOWARD RELIGIOUS BELIEFS IN THEIR OWN COUNTRIES ABOUT THE TIME OF COLONIZATION IN AMERICA?

- A. IN ALL WESTERN EUROPEAN COUNTRIES THE GOVERNMENTS WERE TOLERANT OF ANY DIFFERENCES IN RELIGIOUS BELIEFS.
- B. IN ALL COUNTRIES OF WESTERN EUROPE THE GOVERNMENTS PERSECUTED THOSE WHO WERE DISSENTERS.
- *C. IN SOME COUNTRIES WITH AN ESTABLISHED STATE CHURCH THE GOVERNMENTS WERE TOLERANT OF RELIGIOUS BELIEFS THAT DIFFERED FROM THE ESTABLISHED RELIGION.
- D. IN SOME COUNTRIES WITH NO ESTABLISHED STATE CHURCH PEOPLE COULD BELIEVE AS THEY CHOSE.

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WHAT ECONOMIC CHANGES HAD OCCURRED IN WESTERN EUROPE BY THE END OF THE 16TH CENTURY?

- *A. WORLD TRADE BECAME A COMMERCIAL GOAL, AND RIVALRY BETWEEN EUROPEAN COUNTRIES GREW.

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TOWNS.

- C. THE COUNTRIES AGREED THAT THEY WOULD SHARE TRADE ROUTES AND WORLD BUSINESS.
- D. THE MEANS FOR EARNING A LIVING CHANGED FROM AGRICULTURE TO MANUFACTURING.

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HOW DID ECONOMIC CHANGES CAUSE SOCIAL CHANGES IN ENGLAND?

- A. THE GROWTH IN TRADE AND COMMERCE RESULTED IN MORE JOBS FOR THE PEOPLE AND A HIGHER STANDARD OF LIVING.
- *B. WORKERS OF THE WEALTHY LANDLORDS WERE FREED TO EARN THEIR OWN LIVING WHICH CHANGED CONDITIONS TO TOWN AND CITY LIVING.
- C. FINDING FOOD AND SHELTER WAS PLENTIFUL IN THE TOWNS, PEOPLE MOVED FROM THE COUNTRY TO THE CITY.
- D. STRONG AND POWERFUL MERCHANTS TOOK OVER THE MANAGEMENT OF LIVING CONDITIONS IN THE TOWNS AND CITIES.

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WHAT FINALLY CAUSED QUEEN ELIZABETH TO SEND COLONISTS TO THE NORTH AMERICAN CONTINENT?

- *A. SPANISH WEALTH FROM THE NEW WORLD CONVINCED THE ENGLISH THAT THEY COULD GAIN WEALTH BY ESTABLISHING COLONIES.
- B. QUEEN ELIZABETH DECIDED TO SEND PEOPLE WHO DISAPPROVED OF THE RELIGION OF THE CHURCH OF ENGLAND.
- C. THE MASSACHUSETTS BAY COLONY WANTED OWNERSHIP OF THE COLONIES, WHICH WOULD TAKE THE WEALTH AWAY FROM THE QUEEN.
- D. THE QUEEN OFFERED FREE PASSAGE AND LAND TO ANYONE FROM OVERCROWDED TOWNS AND CITIES WHO WANTED TO SETTLE IN THE NEW LAND.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE THE REASONS WHY CONDITIONS IN ENGLAND ENCOURAGED INDIVIDUALS TO IMMIGRATE TO COLONIES IN AMERICA BY SELECTING THEM FROM A LIST. 330

0218

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

SOME PEOPLE IN ENGLAND WERE DISSATISFIED WITH THEIR HOMELAND AND WANTED TO MOVE TO AMERICA BECAUSE OF FEARS OF

- A. BEING MOVED OUT OF THEIR HOMES.
- B. LOSING THEIR JOBS.
- *C. RELIGIOUS PERSECUTION.
- D. LOSING THEIR FRIENDS.

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PEOPLE WHO MIGRATED TO COLONIZE IN AMERICA BECAUSE OF HARSH RULERS IN THEIR HOMELAND THOUGHT

- A. THERE WOULD BE NO NEED FOR GOVERNMENT AND THEY COULD BE FREE TO DO AS THEY PLEASED.
- B. THEY WOULD HAVE FREEDOM TO SET UP THEIR OWN GOVERNMENT IN THE COLONY.
- C. THEY COULD BECOME RULERS IN THE COLONIES AND TELL OTHERS WHAT TO DO.
- *D. THEY WOULD FIND A COLONIAL GOVERNMENT EASIER ON THE SETTLERS THAN ENGLISH RULERS.

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SOME PERSONS WHO WERE DISCONTENT WITH STAYING IN ENGLAND FOR THE REST OF THEIR LIVES WERE FEARLESS, ADVENTUROUS INDIVIDUALS WHO BELIEVED

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2300868

- B. THERE WOULD BE NO DANGERS FOR THEM IN THE WILDERNESS OF THE NEW WORLD.
 C. THEY WOULD BE ABLE TO OPEN THE WILDERNESS TO THE WEST.
 D. THEY MIGHT SETTLE IN A SPANISH COLONY AND FIND WEALTH THERE.

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 THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY DETERMINING THE CERTAINTY OF SELECTED STATEMENTS BASED ON EVIDENCE IN THE PASSAGE. %60

0307

DIRECTIONS - READ THE FOLLOWING PASSAGE.

0228

JOHN SMITH, WHO LATER BECAME PRESIDENT OF JAMESTOWN'S COUNCIL OF SEVEN, REALIZED THAT THE WEALTH OF THE LAND AROUND JAMESTOWN WAS IN THE SOIL, NOT IN GOLD. THERE IS NOTHING TO BE GAINED HERE EXCEPT BY HARD WORK. HE WROTE TO THE DIRECTORS OF THE COUNTRY.

READ EACH OF THE FOLLOWING STATEMENTS CAREFULLY. THEN DECIDE WHETHER IT IS *PROBABLY TRUE, PROBABLY FALSE,* OR THAT YOU ARE *UNABLE TO SAY* WHETHER IT IS TRUE OR FALSE. FROM THE INFORMATION PROVIDED IN THE ABOVE PARAGRAPH, CIRCLE THE LETTER OF YOUR CHOICE.

SMITH WILL SUGGEST THAT MORE TIME BE SPENT IN PLANTING AND CARING FOR CROPS.

2648
 2648
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 2648

- *A. PROBABLY TRUE
 B. PROBABLY FALSE
 C. CAN'T SAY

SMITH WILL ORGANIZE A GOLD SEEKING EXPEDITION.

2649
 2649
 2649
 2649

- A. PROBABLY TRUE
 *B. PROBABLY FALSE
 C. CAN'T SAY

LAZY SETTLERS WILL FIND THEMSELVES IN TROUBLE WITH SMITH.

2650
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- *A. PROBABLY TRUE
 B. PROBABLY FALSE
 C. CAN'T SAY

JOHN SMITH WILL URGE THAT NEWCOMERS TO JAMESTOWN BE BLACKSMITHS AND CARPENTERS RATHER THAN GENTLEMAN SCHOLARS.

2651
 2651
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 2651

- *A. PROBABLY TRUE
 B. PROBABLY FALSE
 C. CAN'T SAY

JOHN SMITH WILL CARRY ON TRADE WITH THE INDIANS.

2652
 2652
 2652
 2652

- A. PROBABLY TRUE
 B. PROBABLY FALSE
 *C. CAN'T SAY

THE LONDON COMPANY WAS MORE INTERESTED IN QUICK PROFITS THAN IN BUILDING A COLONY.

2653
 2653
 2653

- A. PROBABLY TRUE
 B. PROBABLY FALSE

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECALL REASONS WHY
THE PILGRIMS CAME TO AMERICA BY CHOOSING THEM FROM A GIVEN
LIST. #60

0433

DIRECTIONS - PUT AN *A* IN FRONT OF EACH REASON THAT TELLS WHY
THE PILGRIMS CAME TO AMERICA. PUT A *B* IN FRONT OF THE OTHER
STATEMENTS.

0106

THEY WANTED TO LIVE IN JAMESTOWN. *B

3122

THEY WANTED TO MAKE FRIENDS WITH THE INDIANS. *B

3123

THEY WANTED TO WORSHIP IN THEIR OWN WAY. *A

3124

JOBS WERE SCARCE IN ENGLAND. *A

3125

THEY WANTED TO BE RULED BY THE DUTCH. *B

3126

THEY WANTED TO OWN LAND. *A

3127

THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF PROCEDURES INVOLVED FOR
SECURING LAND AREAS FOR SETTLEMENTS BY IDENTIFYING THE SOLUTION
PECULIAR TO SPECIFIC GROUPS. #140

0222

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF
CHOICES.

0001

SIR WALTER RALEIGH, A FAVORITE OF QUEEN ELIZABETH, HAD IDEAS
ABOUT ESTABLISHING A COLONY IN AMERICA FOR HIS OWN GAIN AND
FOR ENGLAND. S. THE QUEEN GRANTED SIR WALTER RALEIGH AS MUCH
TERRITORY AS HE COULD COLONIZE PROVIDED HE WOULD

2300906

A. GET A PERMANENT COLONY ESTABLISHED IN TWO YEARS.

2300906

B. SEND THE DUTCH COLONISTS OUT OF NEW AMSTERDAM.

2300906

*C. PAY TO THE QUEEN 1/5 OF THE MONEY RECEIVED FROM THE MINING
OF PRECIOUS METALS.

2300906

D. PAY ALL OF THE EXPENSES TO TRANSPORT COLONISTS.

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THROUGH AN OFFICER IN A MERCHANT COMPANY, THE SEPARATISTS
RECEIVED A GRANT OF LAND IN

2300907

*A. VIRGINIA.

2300907

B. NORTH CAROLINA.

2300907

C. MASSACHUSETTS.

2300907

D. NEW AMSTERDAM.

2300907

2300907

WHAT ARRANGEMENT DID THE PURITANS MAKE TO ESTABLISH A COLONY IN
THE NEW LAND

2300908

*A. PURITAN MERCHANTS BOUGHT LAND FROM THE NEW ENGLAND COUNCIL.

2300908

B. THE KING TRANSFERRED THE ORIGINAL CHARTER OF THE NEW
ENGLAND COUNCIL.

2300908

G. THE LONDON COMPANY GAVE THEM THE CHARTER FOR THE VIRGINIA
GRANT.

2300908

2300908

D. THE PURITANS PROMISED THE KING THEY'D MAKE THEIR COLONY A
NEW ENGLAND.

2300908

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COLUMBUS WAS NOT THE ONLY EDUCATED MAN TO BELIEVE THE EARTH WAS

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D. SETTLERS.

2300909

IN THE ENGLISH COLONIES LAND WAS MADE AVAILABLE IN THE BEGINNING OF COLONIZATION

2300910

*A. BY CHARTER FROM THE KING.

2300910

B. BY PURCHASE FROM THE PROPRIETOR.

2300910

C. BY SETTLING ON THE LAND FOR A PERIOD OF TIME.

2300910

D. BY INHERITING IT FROM RELATIVES.

2300910

SOMETIMES PROPRIETORS GAINED MORE LAND FOR THEIR SETTLEMENT BY

2300911

A. MAKING ARRANGEMENTS WITH ANOTHER COUNTRY TO BUY SOME OF THEIR CLAIM IN THE NEW WORLD.

2300911

B. BUYING IT FROM THE SOLDIERS STATIONED IN THE COLONY.

2300911

C. TAKING OVER LAND ABANDONED BY OTHER PROPRIETORS.

2300911

*D. BECOMING FRIENDS WITH INDIANS AND BUYING SOME OF THEIR LAND.

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THE PILGRIM COLONY OBTAINED THEIR SETTLEMENT LAND BY

2300912

*A. ARRANGING AN INDEPENDENT GRANT OF LAND.

2300912

B. BUYING THE LAND FROM EARLIER SETTLERS.

2300912

C. RENEWING AN EARLIER LONDON COMPANY ARRANGEMENT.

2300912

D. TRADING LAND FOR TRINKETS WITH THE INDIANS.

2300912

THE PILGRIMS EVENTUALLY GAINED TITLE TO THEIR OWN LAND

2300913

A. THROUGH THE MASSACHUSETTS BAY COMPANY.

2300913

B. WHEN MASSACHUSETTS BECAME A STATE.

2300913

*C. THROUGH THE NEW ENGLAND COUNCIL.

2300913

D. WHEN THEY HAD PAID THE LONDON COMPANY.

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THE SEPARATISTS ARE MORE COMMONLY KNOWN AS

2300914

*A. PILGRIMS.

2300914

B. PURITANS.

2300914

C. QUAKERS.

2300914

D. HUGUENOTS.

2300914

WHEN THE SEPARATISTS LEFT ENGLAND THEY WENT TO

2300915

A. NEWFOUNDLAND.

2300915

B. VIRGINIA.

2300915

C. FRANCE.

2300915

*D. HOLLAND.

2300915

THE PILGRIMS LANDED AT PLYMOUTH BECAUSE

2300916

A. THE GRANT OF LAND WAS CHANGED.

2300916

*B. A STORM BLEW THEM OFF COURSE.

2300916

C. THEY DIDN'T LIKE THE PLACE THEY WERE GRANTED.

2300916

D. THEY LOST THEIR WAY.

2300916

THE RELIGIOUS GROUP WHO WANTED SOME CHANGES AND REFORMS BUT DID NOT WANT TO SEPARATE COMPLETELY FROM THE CHURCH OF ENGLAND. WERE KNOWN AS

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A. PILGRIMS.

2300917

*B. PURITANS.

2300917

C. QUAKERS.

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D. HUGUENOTS.

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THE PURITANS MANAGED TO ESTABLISH A LARGE SETTLEMENT BECAUSE

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- MASSACHUSETTS BAY COMPANY AND CHOSE THE SETTLERS.
D. THEY WERE ABLE TO OFFER LARGE TRACTS OF LAND TO ANYONE WHO WANTED TO MIGRATE.

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SOME OF THE PEOPLE WHOSE RELIGIOUS BELIEFS WERE NOT ACCEPTED BY THE MASSACHUSETTS COLONIES MOVED TO SETTLE

- A. PENNSYLVANIA.
B. GEORGIA.
*C. RHODE ISLAND.
D. FLORIDA.

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THE STUDENT SHOWS A KNOWLEDGE OF EARLY COLONIAL SETTLEMENTS AND SETTLERS BY ☐ SELECTING THE PERSON OR GROUP WHO SETTLED AND ☐ CORRECTLY LABELING THE AREA SETTLED WITH THE NAME OF THE PERSON OR GROUP WHO SETTLED THERE. #43

0235

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

PLYMOUTH

- *A. PILGRIMS
B. DUTCH WEST INDIA CO.
C. ROGER WILLIAMS
D. PURITANS
E. QUAKERS

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NEW YORK

- A. PILGRIMS
*B. DUTCH WEST INDIA CO.
C. ROGER WILLIAMS
D. PURITANS
E. QUAKERS

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MASSACHUSETTS BAY

- A. PILGRIMS
B. DUTCH WEST INDIA CO.
C. ROGER WILLIAMS
*D. PURITANS
E. QUAKERS

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PENNSYLVANIA

- A. PILGRIMS
B. DUTCH WEST INDIA CO.
C. ROGER WILLIAMS
D. PURITANS
*E. QUAKERS

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RHODE ISLAND

- A. PILGRIMS
B. DUTCH WEST INDIA CO.
*C. ROGER WILLIAMS
D. PURITANS
E. QUAKERS

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- A. HE ENCOURAGED EXPLORATION.
*B. HE ENCOURAGED THE STUDY OF MAPS AND THE SCIENTIFIC

-24- 250

D. THE SPANISH	2301047
SOUTH CAROLINA	2301048
A. CATHOLICS UNDER LORD BALTIMORE	2301048
*B. EIGHT ENGLISH NOBLEMEN	2301048
C. THE LONDON COMPANY	2301048
D. OGLETHORPE AND A GROUP OF PRISONERS	2301048
FLORIDA	2301049
A. FRENCHMEN	2301049
*B. SPANIARDS	2301049
C. ENGLISHMEN	2301049
D. DUTCH	2301049
MARYLAND	2301050
A. QUAKERS	2301050
B. PURITANS	2301050
C. JEWS	2301050
*D. CATHOLICS	2301050
GEORGIA	2301051
A. PURITANS UNDER THOMAS HOOKER	2301051
*B. DEBTORS LED BY JAMES OGLETHORPE	2301051
C. PURITANS UNDER ROGER WILLIAMS	2301051
D. CATHOLICS UNDER LORD BALTIMORE	2301051
NORTH CAROLINA	2301052
A. SETTLERS FROM SOUTH CAROLINA	2301052
B. SETTLERS FROM MASSACHUSETTS	2301052
C. SETTLERS FROM GEORGIA	2301052
*D. SETTLERS FROM VIRGINIA	2301052
TENNESSEE	2301053
A. DANIEL ROONE	2301053
*B. JAMES ROBERTSON	2301053
C. THOMAS HOOKER	2301053
D. ROGER WILLIAMS	2301053
KENTUCKY	2301054
A. DANIEL ROONE	2301054
B. THOMAS HOOKER	2301054
C. JAMES ROBERTSON	2301054
D. LOUIS JOLIET	2301054
VERMONT	2301055
A. THE LONDON COMPANY	2301055
*B. THE GREEN MOUNTAIN BOYS	2301055
C. DUTCH WEST INDIES COMPANY	2301055
D. OGLETHORPE AND DEBTORS FROM PRISON	2301055
PLYMOUTH	2301056
A. PURITANS	2301056
*B. PILGRIMS	2301056
C. HOLLANDERS	2301056
D. SWEDES	2301056

CONNECTICUT HARTFORD

- *A. THOMAS HOOKER
- B. PETER MINUIT
- C. PETER STUYVESANT
- D. WILLIAM PENN

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RHODE ISLAND PROVIDENCE

- A. WILLIAM PENN
- B. CHARLES MASON
- C. THOMAS HOOKER
- *D. ROGER WILLIAMS

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MASSACHUSETTS BAY COLONY

- *A. PURITANS
- B. QUAKERS
- C. PILGRIMS
- D. FRIENDS

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PENNSYLVANIA

- A. PURITANS
- *B. QUAKERS
- C. PILGRIMS
- D. DEBTORS

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VIRGINIA

- *A. LONDON COMPANY
- B. EIGHT ENGLISH NOBLEMEN
- C. SETTLERS FROM VIRGINIA
- D. CATHOLICS UNDER LORD BALTIMORE

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MARYLAND

- A. LONDON COMPANY
- B. EIGHT ENGLISH NOBLEMEN
- C. SETTLERS FROM VIRGINIA
- *D. CATHOLICS UNDER LORD BALTIMORE

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NORTH CAROLINA

- A. LONDON COMPANY
- B. EIGHT ENGLISH NOBLEMEN
- *C. SETTLERS FROM VIRGINIA
- D. CATHOLICS UNDER LORD BALTIMORE

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SOUTH CAROLINA

- A. LONDON COMPANY
- *B. EIGHT ENGLISH NOBLEMEN
- C. SETTLERS FROM VIRGINIA
- D. CATHOLICS UNDER LORD BALTIMORE

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GEORGIA

- *A. OGLETHORPE
- B. SPANISH
- C. JAMES ROBERTSON
- D. DANIEL ROONE

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KENTUCKY

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<p>TENNESSEE.</p> <p>A. OGLETHORPE</p> <p>B. SPANISH</p> <p>*C. JAMES ROBERTSON.</p> <p>D. DANIEL ROONE</p>	<p>2301068</p> <p>2301068</p> <p>2301068</p> <p>2301068</p> <p>2301068</p>
<p>FLORIDA.</p> <p>A. OGLETHORPE</p> <p>*B. SPANISH</p> <p>C. JAMES ROBERTSON</p> <p>D. DANIEL ROONE</p>	<p>2301069.</p> <p>2301069</p> <p>2301069</p> <p>2301069</p> <p>2301069.</p>
<p>THE LONDON COMPANY SETTLED</p> <p>A. MARYLAND.</p> <p>B. NORTH CAROLINA.</p> <p>C. SOUTH CAROLINA.</p> <p>*D. VIRGINIA.</p>	<p>2301070</p> <p>2301070</p> <p>2301070</p> <p>2301070</p> <p>2301070</p>
<p>EIGHT ENGLISH NOBLEMEN SETTLED</p> <p>A. NORTH CAROLINA.</p> <p>*B. SOUTH CAROLINA.</p> <p>C. GEORGIA.</p> <p>D. MARYLAND.</p>	<p>2301071</p> <p>2301071</p> <p>2301071</p> <p>2301071</p> <p>2301071</p>
<p>THE SPANISH SETTLED</p> <p>A. TENNESSEE.</p> <p>B. KENTUCKY.</p> <p>*C. FLORIDA.</p> <p>D. GEORGIA.</p>	<p>2301072</p> <p>2301072</p> <p>2301072</p> <p>2301072</p> <p>2301072</p>
<p>CATHOLICS UNDER LORD BALTIMORE, SETTLED</p> <p>A. VIRGINIA.</p> <p>*B. MARYLAND.</p> <p>C. NORTH CAROLINA.</p> <p>D. SOUTH CAROLINA.</p>	<p>2301073</p> <p>2301073</p> <p>2301073</p> <p>2301073</p> <p>2301073</p>
<p>OGLETHORPE AND SOME DEBTORS HE SELECTED FROM PRISON SETTLED</p> <p>A. KENTUCKY.</p> <p>B. MARYLAND.</p> <p>*C. GEORGIA.</p> <p>D. TENNESSEE.</p>	<p>2301074</p> <p>2301074</p> <p>2301074</p> <p>2301074</p> <p>2301074</p>
<p>SETTLERS FROM VIRGINIA MOVED TO</p> <p>*A. NORTH CAROLINA.</p> <p>B. SOUTH CAROLINA.</p> <p>C. GEORGIA.</p> <p>D. KENTUCKY.</p>	<p>2301075</p> <p>2301075</p> <p>2301075</p> <p>2301075</p> <p>2301075</p>
<p>JAMES ROBERTSON IS CREDITED WITH SETTLING</p> <p>A. GEORGIA.</p> <p>*B. TENNESSEE.</p> <p>C. MARYLAND.</p> <p>D. FLORIDA.</p>	<p>2301076.</p> <p>2301076</p> <p>2301076</p> <p>2301076</p> <p>2301076</p>
<p>DANIEL HOONE PERSUADED HIS WIFE AND NEIGHBORS TO MOVE TO</p>	<p>2301077</p>

- A. PENNSYLVANIA.
*B. VERMONT.
C. NEW YORK.
D. CONNECTICUT.

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THE PILGRIMS SETTLED AT

- A. MASSACHUSETTS BAY.
*B. PLYMOUTH.
C. NEW AMSTERDAM.
D. FORT DUMMER.

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THE DUTCH WEST INDIA COMPANY SETTLED AT

- *A. NEW YORK.
B. RHODE ISLAND.
C. CONNECTICUT.
D. VERMONT.

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THOMAS HOOKER ESTABLISHED A SETTLEMENT AT

- *A. HARTFORD %CONNECTICUT.
B. PLYMOUTH %MASSACHUSETTS.
C. PROVIDENCE %RHODE ISLAND.
D. NEW AMSTERDAM %NEW YORK.

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ROGER WILLIAMS AND HIS RELIGIOUS FOLLOWERS LEFT THE MASSACHUSETTS BAY COLONY AND SETTLED AT

- A. PLYMOUTH %MASSACHUSETTS.
B. NEW AMSTERDAM %NEW YORK.
*C. PROVIDENCE %RHODE ISLAND.
D. HARTFORD %CONNECTICUT.

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THE PURITANS SETTLED THE

- A. COLONY AT PROVIDENCE.
B. COLONY AT NEW AMSTERDAM.
C. PLYMOUTH COLONY.
*D. MASSACHUSETTS BAY COLONY.

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THE QUAKERS SETTLED

- A. NEW YORK.
*B. PENNSYLVANIA.
C. CONNECTICUT.
D. VERMONT.

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE EARLY SETTLEMENT OF VIRGINIA BY CHOOSING A WORD THAT *BEST* FITS INTO THE CONTEXT OF A SENTENCE. %5H

0429

DIRECTIONS - CIRCLE THE LETTER IN FRONT OF THE WORD THAT *BEST* FITS INTO THE BLANK SPACE OF EACH SENTENCE STARTED BY THE

THE JAMESTOWN COLONY WAS

- A. DUTCH
*B. ENGLISH
C. FRENCH

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C. PLANTATION

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THE FACTOR WHICH *MOST* INFLUENCED THE WAY PEOPLE LIVED IN VIRGINIA WAS THE

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SEVERAL PLANTATIONS WERE JOINED TOGETHER TO FORM A

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THE BIG MEETING OF REPRESENTATIVES IN JAMESTOWN WAS CALLED THE

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*A. ASSEMBLY

B. COUNCIL

C. PLAN

THE STUDENT WILL BE ABLE TO RECOGNIZE THE COLONIES ESTABLISHED BY ENGLISH AND NON-ENGLISH COUNTRIES FROM A GROUP OF STATEMENTS THOSE TO WHICH THEY APPLY. §12

IN THE LIST BELOW, SELECT THE LETTER OF THE COUNTRY WHO MADE THE SETTLEMENT.

A. SPANISH

B. ENGLISH

C. FRENCH

D. DUTCH

MARYLAND *B

2301921

NEW NETHERLANDS *D

2301922

MONTREAL *C

2301923

FLORIDA *A

2301924

MASSACHUSETTS *B

2301925

QUEBEC *C

2301926

NORTH CAROLINA *B

2301927

ST. AUGUSTINE *A

2301928

MEXICO *A

2301929

NEW AMSTERDAM *D

2301930

PENNSYLVANIA *B

2301931

NEW ORLEANS *C

DEMONSTRATE HIS KNOWLEDGE OF THE FOUNDERS OF SELECTED COLONIES BY MATCHING THE MEN OR GROUPS WITH THE APPROPRIATE COLONY. 190

MATCH THE FOUNDER WITH HIS RESPECTIVE COLONY.

MASSACHUSETTS

- A. THOMAS HOOKER
- B. VIRGINIA COMPANY
- *C. JOHN WINTHROP
- D. ROGER WILLIAMS
- E. DUTCH WEST INDIA COMPANY

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PLYMOUTH

- A. THOMAS HOOKER
- *B. VIRGINIA COMPANY
- C. JOHN WINTHROP
- D. ROGER WILLIAMS
- E. DUTCH WEST INDIA COMPANY

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RHODE ISLAND

- A. THOMAS HOOKER
- B. VIRGINIA COMPANY
- C. JOHN WINTHROP
- *D. ROGER WILLIAMS
- E. DUTCH WEST INDIA COMPANY

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CONNECTICUT

- *A. THOMAS HOOKER
- B. VIRGINIA COMPANY
- C. JOHN WINTHROP
- D. ROGER WILLIAMS
- E. DUTCH WEST INDIA COMPANY

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NEW NETHERLANDS

- A. THOMAS HOOKER
- B. VIRGINIA COMPANY
- C. JOHN WINTHROP
- D. ROGER WILLIAMS
- *E. DUTCH WEST INDIA COMPANY

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PENNSYLVANIA

- A. JOHN SMITH
- *B. WILLIAM PENN
- C. JAMES OGLETHROPE
- D. GEORGE CALVERT
- E. COLONISTS FROM VIRGINIA

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VIRGINIA

- *A. JOHN SMITH
- B. WILLIAM PENN
- C. JAMES OGLETHROPE
- D. GEORGE CALVERT
- E. COLONISTS FROM VIRGINIA

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1948
2301948

MARYLAND

- A. JOHN SMITH

2301949
2301949

GEORGIA

- A. JOHN SMITH
- B. WILLIAM PENN
- *C. JAMES OGLETHROPE
- D. GEORGE CALVERT
- E. COLONISTS FROM VIRGINIA

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THE STUDENTS WILL DEMONSTRATE HIS KNOWLEDGE OF CERTAIN IMPORTANT
DATES OF COLONIAL AMERICA BY SELECTING THEM FROM A LIST. 570

0195

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF
CHOICES.

0001

PLYMOUTH COLONY WAS STARTED IN

- A. 1492.
- B. 1607.
- *C. 1620.
- D. 1636.

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ROGER WILLIAMS STARTED HIS COLONY OF PROVIDENCE IN

- A. 1607.
- B. 1620.
- *C. 1636.
- D. 1704.

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THE LAST ENGLISH COLONY WAS STARTED IN 1733 AND BECAME KNOWN
AS

- A. PLYMOUTH.
- B. PROVIDENCE.
- C. SOUTH CAROLINA.
- *D. GEORGIA.

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BY WHICH YEAR HAD THE ENGLISH DRIVEN THE FRENCH OUT OF ALL BUT A
FEW INLANDS OF THE NEW WORLD.

- A. 1704
- B. 1640.
- *C. 1763
- D. 1776

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THE FRENCH AND INDIAN WAR BEGAN IN

- *A. 1754.
- B. 1759.
- C. 1763.
- D. 1776.

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THE COLONISTS DECLARED THAT THEY WOULD SEPARATE FROM ENGLAND IN

- A. 1763.
- *B. 1776.
- C. 1781.
- D. 1783.

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A CONSTITUTION FOR THE NEW NATION WAS WRITTEN IN

- A. 1754.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE PROBLEMS OF COLONIZATION FOR THOSE ATTEMPTING TO %1# OBTAIN COLONISTS WILLING TO MIGRATE, %2# TRANSPORT THEM TO THE COLONIES, %3# ADMINISTER THE COLONIES, AND %4# PERSUADE THE COLONISTS TO REMAIN BY IDENTIFYING REASONS FOR EACH GROUP FROM A LIST OF ALTERNATIVES. %9#

0219

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

IN THE *FIRST* ATTEMPTS TO COLONIZE WHAT ADVANTAGES WERE OFFERED TO ENCOURAGE PEOPLE TO IMMIGRATE TO THE NEW LANDS

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A. NEW HOMES

B. GOLD AND WEALTH

C. RELIGIOUS FREEDOM

D. SELF-GOVERNMENT

IN THE FIRST COLONIES IN VIRGINIA HOW DID THE KING GOVERN THE COLONIES?

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THERE WERE ONLY MEN IN THE *FIRST* JAMESTOWN COLONY BECAUSE

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WHEN JOHN WHITE RETURNED WITH SUPPLIES FOR THE COLONY ON ROANOKE ISLAND HE FOUND

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WHY WAS JOHN WHITE DELAYED 4 YEARS IN RETURNING FROM ENGLAND WITH SUPPLIES FOR RALEIGH'S SECOND COLONY?

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WHAT SETTLERS DID JAMES OGLETHORPE HELP TO BRING TO THE NEW WORLD TO START A COLONY?

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A. THOSE WHO WERE WILLING TO WORK ON A TOBACCO PLANTATION.

B. THE PERSONS WHOSE BELIEFS IN THE CATHOLIC CHURCH WERE NOT ACCEPTED IN ENGLAND.

C. THOSE WHO WERE WILLING TO SET UP TRADE WITH THE SPANISH COLONIES.

D. THE MOST PROMISING PERSONS FROM PORTUGAL WERE FACED

- B. COMPLETE FREEDOM TO PRISONERS.
- *C. OPPORTUNITY FOR BETTER LIVING FOR THE POOR.
- D. FREEDOM OF THE SETTLERS TO GOVERN THEMSELVES.

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IN ORDER TO GET TO THE NEW WORLD THE PILGRIMS MADE ARRANGEMENTS WITH THE

- A. PLYMOUTH COMPANY.
- B. MASSACHUSETTS BAY COMPANY.
- *C. LONDON COMPANY.
- D. VIRGINIA COMPANY.

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THE FINANCIAL RISKS INVOLVED IN THE COLONIZATION OF ENGLISH NORTH AMERICA WERE TAKEN BY

- *A. A GROUP OF BUSINESS MEN.
- B. THE KING.
- C. THE ENGLISH GOVERNMENT.
- D. THE SETTLERS.

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THE STUDENT WILL BE ABLE TO RECALL FACTS AND RECOGNIZE PROBLEMS ENCOUNTERED BY THE COLONISTS IN #1 OBTAINING PASSAGE AND #2 LEARNING HOW TO LIVE IN THE COLONY BY CHOOSING THEM FROM A LIST OF ALTERNATIVES. #8

0220

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

HOW DID THE PEOPLE WHO WANTED TO IMMIGRATE TO COLONIES IN THE NEW WORLD GET PASSED

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- A. THEIR CHURCH GROUP PAID EXPENSES AND MADE ARRANGEMENTS.
- B. THE COLONISTS AGREED TO PAY BACK ANY MONEY BORROWED FROM THE KING'S TREASURY.
- C. INDIVIDUALS ORGANIZED THEIR OWN GROUP TO BUILD, BUY, OR RENT A SHIP.
- *D. COLONISTS MADE BUSINESS AGREEMENTS WITH MERCHANT COMPANIES AND INDIVIDUALS.

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WHAT WERE THE CONDITIONS OF THE LONDON COMPANY UNDER WHICH IMMIGRANTS COULD GET TO THE VIRGINIA COLONY

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- A. SETTLERS WERE TO WORK FOR ONE YEAR FOR THE COMPANY BEFORE THEY COULD EARN MONEY FOR THEMSELVES.
- B. ONLY MEN WERE PERMITTED ON THE FIRST TRIP TO CLEAR THE WILDERNESS AND SEND LUMBER BACK TO ENGLAND.
- *C. THE COLONISTS WERE TO WORK SEVEN YEARS FOR THE COMPANY BEFORE PROFITS FROM TRADE COULD BE SHARED.
- D. THE COLONISTS WERE TO MAKE FRIENDS WITH THE INDIANS, SO THE COMPANY COULD BUY LAND.

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WHAT DID THE COLONISTS LEARN ABOUT SURVIVAL IN THE NEW LAND

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- A. THE SEARCH FOR GOLD WAS HARD WORK BUT NECESSARY TO BUY FOOD.
- B. THEY HAD TO BRING ENOUGH SUPPLIES TO LAST A FULL YEAR.
- C. THE WINTERS WERE TOO COLD FOR THE SETTLERS TO SURVIVE.
- *D. PEOPLE NEEDED TO WORK TO GROW CROPS TO KEEP FROM STARVING.

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*A. THEY COULD FIND GOLD FOR THEMSELVES AND BECOME WEALTHY.

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AND TO PAY PART OF THE COSTS.

- C. OBTAINED A LOAN FROM DUTCH MERCHANTS GOING TO NEW AMSTERDAM.
- D. RECEIVED PERMISSION FROM THE KING TO LEAVE ENGLAND AND SETTLE IN NEW ENGLAND.

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PERSONS WITHOUT MONEY FOR PASSAGE COULD IMMIGRATE TO A COLONY BY BECOMING AN INDENTURED SERVANT WHO

- A. WORKED TO CLEAR WILDERNESS FOR THE GOVERNOR.
- *B. WORKED FOR A PERSON WITHOUT PAY FOR A FEW YEARS.
- C. COULD BE HIRED BY THE COUNCIL IN THE SETTLEMENT.
- D. COULD BE HIRED TO CUT LOGS FOR THE TOWN BUILDINGS.

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THE PILGRIMS PAID THEIR DEBT TO THE LONDON MERCHANTS IN

- *A. 20 YEARS.
- B. 10 YEARS.
- C. 5 YEARS.
- D. 2 YEARS.

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WHAT WAS ONE OF THE MOST IMPORTANT NEEDS FOR THE SUCCESS OF A COLONY IN AMERICA?

- A. BUILDINGS JUST LIKE THE ONES THE SETTLERS LEFT IN THEIR HOMELAND.
- *B. MEN AND WOMEN WHO HAD COURAGE TO LIVE IN A STRANGE, UNKNOWN LAND.
- C. FARMERS WHO COULD CLEAR THE LAND FOR BUILDING A TOWN.
- D. SOLDIERS TO KEEP AWAY UNFRIENDLY INDIANS.

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WHY DID THE PILGRIMS DRAW UP THE MAYFLOWER COMPACT?

- A. THE COMPACT WOULD PROTECT THEIR COLONY FROM ANY OTHER FOREIGN NATION WANTING TO SETTLE THERE.
- B. THE KING OF ENGLAND COULD NOT THEN INTERFERE WITH THE PILGRIM COLONY.
- *C. THE LEGAL POWERS OF THE LONDON COMPANY DID NOT INCLUDE THEIR GOVERNING WHERE THE PILGRIMS LANDED.
- D. THE COLONISTS WOULD THEN BE ABLE TO CHOOSE A GOVERNOR AS THEIR LEADER.

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THE STUDENT WILL APPLY HIS KNOWLEDGE OF THE PROBLEMS ENCOUNTERED BY ENGLISH COLONIZERS BY SELECTING THE MAIN TYPE OF PROBLEM FROM A LIST OF GIVEN ALTERNATIVES. 88

0221

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

WHEN SIR HUMPHREY GILBERT TRIED TO START A COLONY IN AMERICA, HIS EFFORTS FAILED BECAUSE

- A. THE QUEEN WITHDREW HER SUPPORT.
- B. IT BECAME EXPENSIVE TO KEEP THE COLONY GOING.
- C. HE COULDN'T GET ENOUGH PEOPLE TO STAY IN THE COLONY.
- *D. THE SPANIARDS TURNED THE COLONISTS BACK.

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SIR WALTER RALEIGH'S FIRST ATTEMPT TO COLONIZE FAILED BECAUSE

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D. HE DIDN'T HAVE ENOUGH MONEY TO PAY THE SETTLERS TO STAY THERE.

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IN ENGLAND'S EARLY EFFORTS TO COLONIZE IN THE NEW WORLD, BOTH GILBERT AND RALEIGH LEARNED THAT

2300900

A. PEOPLE DON'T WANT TO MOVE TO STRANGE PLACES.

2300900

R. OTHER COUNTRIES OF EUROPE WOULD INTERFERE.

2300900

C. NONE OF THE INDIANS WERE FRIENDLY.

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*D. THE EXPENSE OF COLONIZATION WAS TOO GREAT FOR ONE MAN ALONE.

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WHAT AFFECT DID THE PILGRIMS' SURVIVAL AS A COLONY HAVE ON OTHER RELIGIOUS DISSENTERS IN ENGLAND?

2300901

A. DELAYED THEIR DECISION TO LEAVE.

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R. ENCOURAGED THEM TO LEAVE.

2300901

*C. HASTENED THEIR PLANS TO LEAVE.

2300901

D. ENCOURAGED THEM TO STAY.

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PILGRIM LEADERS ENCOURAGED EARLY COLONISTS IN THEIR NEW SETTLEMENT BY

2300902

A. SELLING EACH FAMILY TWO ACRES OF LAND.

2300902

*B. GRANTING EACH MAN AN ACRE OF LAND.

2300902

C. OFFERING TO PAY WELL FOR JOBS DONE.

2300902

D. HELPING SET UP A COOPERATIVE TRADING SYSTEM.

2300902

MERCHANT COMPANIES SOON LEARNED THAT INDIVIDUALS WHO MADE THE BEST SETTLEMENTS WERE THOSE WHO

2300903

A. WERE SEEKING WEALTH AND PERSONAL GAIN.

2300903

*B. HAD THEIR FAMILIES WITH THEM.

2300903

C. HAD BEEN MILITARY MEN.

2300903

D. WERE ADVENTUROUS MEN WITH NO FAMILIES.

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WHEN THE NEW ENGLAND COUNCIL REORGANIZED AS THE MASSACHUSETTS BAY COMPANY AN IMPORTANT CHANGE MADE IN THE CHARTER ALLOWED FOR

2300904

A. INDEPENDENT GOVERNMENT IN THE COLONY.

2300904

R. CONTROL OF GOVERNING FROM ENGLAND.

2300904

*C. CONTROL BY THE COMPANY.

2300904

D. GOVERNMENT CONTROL BY THE CHURCH REFORM GROUP.

2300904

THE MASSACHUSETTS BAY COLONY ESTABLISHED A COLONY IN WHAT IS NOW

2300905

A. CONCORD.

2300905

B. PLYMOUTH.

2300905

C. NEW YORK.

2300905

*D. BOSTON.

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE NAMES OF RIVERS AND MOUNTAINS OF COLONIAL AMERICA BY SELECTING THEM FROM A LIST.

0194

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES

0001

D. CASCADE.

2300654

WHICH OF THE FOLLOWING RIVERS WAS NOT LOCATED IN COLONIAL AMERICAN

2300655

A. DELAWARE

2300655

B. HUDSON

2300655

C. SUSQUEHANNA

2300655

D. POTOMAC

2300655

*F. MISSISSIPPI

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE EARLY ENGLISH SOUTHERN COLONIES BY MATCHING THE COLONY WITH A GIVEN CLUE. #12

0428

DIRECTIONS - READ EACH CLUE CAREFULLY AND DECIDE WHICH COLONY IS BEING DESCRIBED. WRITE THE LETTER OF THE COLONY TO WHICH IT REFERS.

0103

A. GEORGIA

B. MARYLAND

C. NORTH CAROLINA

D. SOUTH CAROLINA

F. VIRGINIA

I AM NEAREST TO THE EQUATOR. *A

3131

I AM THE FIRST COLONY THAT WAS SETTLED. *E

3132

I HAVE LARGE FORESTS. *C

3133

I WAS STARTED BY YOUNG LORD BALTIMORE *B

3134

I AM THE SMALLEST COLONY. *B

3135

I AM DIRECTLY SOUTH OF VIRGINIA. *C

3136

I GROW LARGE QUANTITIES OF RICE AND INDIGO. *D

3137

I HAVE MANY YELLOW PINE TREES IN MY FOREST. *C

3138

I AM THE LAST OF THE SOUTHERN COLONIES TO BE SETTLED. *A

3139

MANY PRISONERS FROM ENGLAND HELPED TO SETTLE ME. *A

3140

I AM NAMED AFTER QUEEN MARY. *B

3141

JAMESTOWN IS MY CAPITAL. *F

3142

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE FIVE SOUTHERN ENGLISH COLONIES BY IDENTIFYING THE COLONY WITH GIVEN INFORMATION. #15

0430

DIRECTIONS - FROM THE INFORMATION GIVEN DECIDE WHICH COLONY

BACKGROUND INFORMATION

YOU ARE VISITING A MUSEUM WHICH HOUSES PAPERS, CLOTHES, TOOLS, PICTURES, AND OTHER ARTIFACTS OF THE FIVE SOUTHERN ENGLISH COLONIES.

- A. GEORGIA
- B. MARYLAND
- C. NORTH CAROLINA
- D. SOUTH CAROLINA
- E. VIRGINIA

A MAP SHOWING THE FORT AT JAMESTOWN. *E	3149
A LETTER TO A FRIEND TELLING ABOUT THE SICKNESS WHICH CAUSED MANY DEATHS. *E	3150 3150
AN OFFICIAL LETTER FROM THE KING OF ENGLAND TO LORD BALTIMORE. *B	3151 3151
PICTURES SHOWING RICE FIELDS. *D	3152
A SERIES OF PICTURES SHOWING PLANTING AND HARVESTING OF INDIGO. *D	3153 3153
A CASE, LABELED EARLY 1600, FILLED WITH PRETTY DRESSES, LACES, AND SHOES. *F	3154 3154
A WALL MAP SHOWING LARGE PINE FORESTS. *C	3155
A CONTAINER FILLED WITH GRAINS OF RICE. *D	3156
AN OFFICIAL LETTER FROM KING GEORGE OF ENGLAND TO JAMES OGLETHORPE. *A	3157 3157
A PICTURE SHOWING MEN GIRDLING TREES. *E	3158
A PICTURE OF BARRELS BEING ROLLED ON WHARVES TO A BOAT. *E	3159
A REPLIC A OF A SHIP YARD. *C	3160
A PICTURE SHOWING MEN TAPPING TREES. *C	3161
A REPLIC A OF A WEAVING LOOM. *F	3162
A DIORAMA OF THE MEETING OF REPRESENTATIVES. *E	3163

STUDENTS WILL SHOW HIS ABILITY TO RECALL AND IDENTIFY WAYS IN WHICH THE LIVES OF COLONIAL AMERICANS WERE AFFECTED BY THEIR RELATIONS WITH THE INDIANS BY RELATING SIMILAR IDEAS IN GIVEN SITUATIONS. *17

.0128

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

D. WOULD BURN BUILDINGS BEFORE TURNING THEM OVER.

2300395

THE FIRST SETTLERS AT PLYMOUTH WOULD PROBABLY NOT HAVE SURVIVED THE FIRST WINTER HAD IT NOT BEEN FOR

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2300397

A. THE MAYFLOWER IN WHICH THEY TOOK SHELTER.

2300397

*B. THE INDIANS WHO HELPED THEM.

2300397

C. THE LARGE SUPPLY OF SALTED MEAT THEY BROUGHT WITH THEM.

2300397

D. THEIR FEAR OF RETURNING TO EUROPE.

2300397

STUDENTS WILL DEMONSTRATE HIS KNOWLEDGE OF SELECTED SOCIAL CLASSES OF COLONIAL AMERICA BY IDENTIFYING CHARACTERISTICS OF SLAVES AND SERVANTS IN COLONIAL AMERICA. *5n

0132

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

IN COLONIAL AMERICA IF A SLAVE MURDERED HIS MASTER, HE WAS OFTEN

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2300422

A. IMPRISONED FOR LIFE.

2300422

B. HANGED.

2300422

*C. BURNED AT THE STAKE.

2300422

D. SOLD TO SOMEONE ELSE.

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AN INDENTURED SERVANT OR BONDSERVANT WAS A PERSON WHO

2300424

A. INDIRECTLY SERVED A MASTER.

2300424

*B. WORKED TO PAY FOR HIS PASSAGE TO AMERICA.

2300424

C. WORKED TO PAY OFF A BOND HE PURCHASED FOR HIS HOME.

2300424

D. WENT INTO DEBT FOR LIFE IN ORDER TO FREE HIS CHILDREN.

2300424

MANY OF THE PEOPLE WHO CAME TO THE COLONIES HAD RECORDS OF CRIMES COMMITTED IN ENGLAND. WHAT WAS THE MOST IMPORTANT REASON WHY THEY WENT TO AMERICA, OTHER THAN TO JAIL?

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*A. THE JUDGES IN ENGLAND SENT CRIMINALS TO THE COLONIES RATHER THAN HANG THEM.

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B. THE CRIMINALS WOULD ESCAPE FROM JAIL AND FLEE TO AMERICA.

2300425

C. THE ENGLISH WERE TRYING TO USE THEM AS SPIES IN THE COLONIES.

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D. A CRIMINAL MADE THE BEST MASTER OVER THE NEGRO SLAVES.

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THE NEGRO IN AMERICA WAS FIRST OFFICIALLY RECOGNIZED AS A SLAVE FOR LIFE IN

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A. 1492.

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B. 1620.

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*C. 1662.

2300426

D. 1714.

2300426

WHEN THE FIRST NEGROES CAME TO AMERICA, THEY WERE TREATED

2300427

A. VERY BADLY AND OFTEN BEATEN BY THEIR MASTERS.

2300427

B. WITH GREAT RESPECT AND GIVEN TOTAL FREEDOM.

2300427

*C. JUST LIKE ANY OTHER MAN WHO CAME OVER AS A SERVANT.

2300427

D. AS VERY DIFFERENT PEOPLE AND SELDOM HIRED.

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DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

ONE OF THE FIRST REAL NECESSITIES FOR COMMUNICATION BY MAN WAS FOR COOPERATION IN

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- A. BUILDING A FIRE.
- B. FIGHTING ENEMY NEIGHBORS.
- C. TRAINING ANIMALS.
- *D. HUNTING ANIMALS.

AS SOON AS THE PILGRIMS LANDED IN AMERICA, THEY BEGAN TO DEVELOP AN AMERICAN LANGUAGE DIFFERENT THAN THAT SPOKEN IN ENGLAND. THE MAIN REASON WAS THAT THEY

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- A. REJECTED MANY ENGLISH WAYS.
- B. WANTED SOMETHING THEIR VERY OWN.
- *C. FOUND MANY NEW OBJECTS FOR WHICH THEY HAD NO WORDS.
- D. HAD SEVERAL DIALECTS AND COULD NOT ALWAYS UNDERSTAND EACH OTHER.

FROM THE EARLY TIMES OF CARRYING THE MAIL UNTIL THE 16TH CENTURY, THE USE OF THE MAILED WAS MOSTLY FOR

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2300619

- A. PRIESTS.
- *B. ROYALTY.
- C. SOLDIERS.
- D. FARMERS.

THE COST OF MAILING A LETTER FROM ENGLAND TO THE PILGRIMS IN NEW ENGLAND COST

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- *A. .01
- B. .06
- C. 1.50
- D. 5.00

BY 1765 ALL EXCEPT * * COLONY%IES IN AMERICA HAD NEWSPAPERS.

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- A. 1
- *B. 2
- C. 4
- D. 6

EARLY CHINESE PAPER WAS MADE OF

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- *A. RICE.
- B. COTTON.
- C. FLAX.
- D. PARCHMENT.
- E. PAPYRUS.

THE ONLY ANCIENT NON-ALPHABETIC SYSTEM OF WRITING STILL IN EXTENSIVE USE TODAY IS THAT OF THE

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- A. EGYPTIANS.
- B. ROMANS.
- C. GREEKS.
- *D. CHINESE.
- E. ARABS.

BETWEEN GEOGRAPHY AND LEVEL OF TECHNOLOGY BY SELECTING THE PRIMARY MODE OF TRANSPORTATION OF A PEOPLE IN RELATION TO THEIR ENVIRONMENT AND NEEDS. %7n

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

INDIANS IN COLONIAL AMERICA OFTEN TRAVELED BY CANOE BECAUSE THEY

- A. HAD NOT YET DEVELOPED THE TRAVOIS.
- *B. FOUND IT FASTER AND MORE CONVENIENT.
- C. HAD NOT YET DOMESTICATED THE HORSE.
- D. FOUND IT SAFER THAN THE SAILBOAT.

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THE FIRST COLONISTS IN AMERICA DID VERY LITTLE TRAVELING BECAUSE

- A. THEY HAD ALREADY TRAVELED ENOUGH GETTING TO AMERICA.
- B. THERE WERE NO ROADS THROUGH THE FORESTS.
- C. THEY HAD NO CARTS OR HORSES.
- *D. ALL OF THE ABOVE

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AFTER THE REVOLUTIONARY WAR, SOME PRIVATE AMERICAN COMPANIES BEGAN BUILDING ROADS AND CHARGING PEOPLE TO TRAVEL ON THEM. THESE ROADS WERE CALLED

- A. AMERICAN TRAILS.
- B. OVERPASS ROUTES.
- C. FRONTIER PASSES.
- *D. TOLL ROADS.

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WHEN THE FIRST AMERICAN COLONISTS TRAVELED, IT WAS USUALLY

- A. ON HORSEBACK.
- B. IN A COVERED WAGON.
- *C. BY WATER.
- D. BY OXCART.

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WHEN THE PEOPLE OF THE ENGLISH COLONIES DID TRAVEL IT WAS USUALLY IN THE

- A. SPRING.
- B. SUMMER.
- C. FALL.
- *D. WINTER.

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IN COLONIAL AMERICA A STAGECOACH COULD TRAVEL UP TO * MILES A DAY.

- A. 1
- *B. 10
- C. 50
- D. 100

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THE STUDENT WILL SHOW HIS KNOWLEDGE OF HOW EARLY COLONIAL FARMERS IN VIRGINIA RAISED TOBACCO BY ARRANGING EVENTS IN CHRONOLOGICAL ORDER. %6n

0427

DIRECTIONS - THE PHRASES BELOW DESCRIBE SOME OF THE THINGS THE EARLY SETTLERS IN VIRGINIA DID TO RAISE TOBACCO. DECIDE WHICH ONE A SETTLER WOULD DO FIRST, SECOND, ETC. WRITE THE CORRECT NUMBER

CULTIVATING THE PLANTS *3	3126
GIRDLING THE TREES *1	3127
DRYING THE TOBACCO *5	3128
PREPARING THE SOIL *2	3129
SHIPPING THE TOBACCO TO ENGLAND *6	3130

STUDENTS WILL DEMONSTRATE HIS KNOWLEDGE OF FARM ANIMALS BY
SELECTING CHARACTERISTICS OF THEIR USE IN COLONIAL AMERICA
FROM GIVEN LISTS. *3 0128

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF
CHOICES. 0001

IN AMERICAN COLONIES THE LAW CONCERNING FARM ANIMALS
STATED THAT THEY 2300410
A. SHOULD BE KEPT TIED. 2300410
B. MUST BE KEPT FENCED. 2300410
C. MAY ROAM AT LARGE. 2300410
D. MAY NOT BE YOKED. 2300410

COLONIAL AMERICAN FARMERS OFTEN USED OXEN INSTEAD OF HORSES. 2300411
OXEN ARE 2300411
A. STRONGER THAN HORSES. 2300411
B. CALMER THAN HORSES. 2300411
C. SLOWER THAN HORSES. 2300411
D. ALL OF THE ABOVE 2300411

THE PRINCIPAL WORKING ANIMAL ON THE COLONIAL AMERICAN FARMS 2300412
WAS THE 2300412
A. HORSE. 2300412
B. OX. 2300412
C. MULE. 2300412
D. GOAT. 2300412

THE STUDENT WILL SHOW HIS ABILITY TO RECALL AND RECOGNIZE CHARAC- 0185
TERISTICS OF AGRICULTURAL PRACTICE IN COLONIAL AMERICA BY MATCH-
ING CHARACTERISTICS TO THE PRACTICE. *2

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF
CHOICES. 0001

FRIENDLY INDIANS TAUGHT THE COLONIAL AMERICANS TO GROW A 2300635
NEW WORLD CROP CALLED 2300635
A. RICE. 2300635
B. COTTON. 2300635
C. CORN. 2300635

- A. AMERICAN FARMERS OF THE 19TH CENTURY. 2300636
B. FRENCH FARMERS OF TODAY. 2300636
*C. ANCIENT EGYPTIAN FARMERS OF 1,000 B.C. 2300636
D. ROMAN FARMERS ABOUT 200 A.D. 2300636

THE STUDENT WILL SHOW THAT HE IS ABLE TO RECALL CHARACTERISTICS OF MANUFACTURING IN COLONIAL AMERICA BY SELECTING THESE CHARACTERISTICS FROM A GIVEN LIST OF CHOICES. %1 0122

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

- MANUFACTURED ARTICLES THAT WERE PRODUCED BY COLONIAL AMERICANS WERE EACH UNIQUE MAINLY BECAUSE 2300394
*A. THEY WERE ALL MADE BY HAND IN THOSE DAYS. 2300394
B. THEY WERE MADE TO FIT THE PERSONALITY OF THE PURCHASER. 2300394
C. THE PERSON USING THEM MADE THEM. 2300394
D. THE INDIANS INFLUENCED THE STYLES OF THE COLONISTS. 2300394

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO LOCATE THE MAIN IDEA BY SELECTING THE *BEST* TITLE FOR IT AFTER READING A GIVEN SELECTION. %2 0424

DIRECTIONS - READ EACH OF THE FOLLOWING STORIES CAREFULLY. CHOOSE THE BEST TITLE FOR EACH OF THE STORIES.

MR. VAN DYKE LIVED IN NEW YORK CITY LONG AGO. HE BOUGHT MANY HIDES FROM TRADERS WHO CAME TO NEW YORK. THEN HE MADE SHOES FROM THE HIDES. 3084

I CAN MAKE FIVE PAIRS OF SHOES FROM EACH OF THESE HIDES, HE TOLD HIS WIFE. I CAN SELL THE SHOES FOR MORE MONEY THAN I PAID FOR THE HIDES. PEOPLE LIKE THE GOOD WORK I DO ON SHOES. 3084

MR. VAN DYKE AND HIS WIFE BOUGHT A HOME IN NEW YORK AND LIVED VERY WELL ON THE MONEY HE MADE ON THE SHOES. 3084

THE *BEST* TITLE FOR THIS STORY IS 3084

- A. HOW TO BUY HIDES 3084
*B. SKILL MAKES HIDES MORE VALUABLE 3084
C. HIDES ARE ANIMAL SKIN 3084
D. A NEW HOME IN NEW YORK 3084

ENGLAND WAS THE SECOND COUNTRY TO START A LASTING COLONY IN AMERICA. THIS ENGLISH COLONY WAS STARTED BY A GROUP OF TRADERS WHO WANTED TO MAKE MONEY. 3085

A GROUP OF MEN PUT THEIR MONEY TOGETHER TO FORM A COMPANY. THEY ALL BECAME OWNERS OF THE COMPANY. THE GROUP CALLED THEMSELVES THE LONDON COMPANY. 3085

THE KING OF ENGLAND GAVE THE COMPANY LAND FOR A COLONY. 3085

THE LONDON COMPANY USED ITS MONEY TO BUY SHIPS AND SUPPLIES AND TO SEND PEOPLE TO SETTLE ITS COLONY. 3085

THE STUDENT WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN FACTS THAT ARE RELEVANT AND FACTS THAT ARE NOT RELEVANT TO A SITUATION OR PROBLEM BY CORRECTLY IDENTIFYING THE RELEVANT AND NON-RELEVANT INFORMATION. %6 0308

DIRECTIONS - AFTER THE GIVEN SENTENCES ARE LISTED SOME FACTS. STUDY EACH OF THESE FACTS AND IF YOU BELIEVE THAT IT COULD BE USED TO HELP PROVE THE GENERAL STATEMENT, CIRCLE THE WORD *YES.* IF YOU BELIEVE THAT THE FACT DOES NOT HELP TO PROVE THE GENERAL STATEMENT, CIRCLE THE WORD *NO.* 0234

SAMUEL SLATER WAS AN ENGLISHMAN WHO BROUGHT TO AMERICA THE SECRET OF THE MACHINE WEAVING OF TEXTILES. HE BUILT THE FIRST AMERICAN TEXTILE MILL AT PAWTUCKET, RHODE ISLAND.

SLATER LIVED IN NEW YORK.

2681

A. YES

2681

*P. NO

2681

PAWTUCKET WAS CHOSEN BECAUSE OF THE AVAILABLE WATER POWER TO RUN SLATERS MILL.

2682

*A. YES

2682

B. NO

2682

2682

SLATER WORKED AS A BRICK LAYER BEFORE WORKING IN A BRITISH FACTORY.

2683

A. YES

2683

*B. NO

2683

2683

IT WAS AGAINST THE LAW TO TAKE THE BLUEPRINTS OF MACHINERY OUT OF ENGLAND.

2684

*A. YES

2684

B. NO

2684

2684

SLATER WAS OF GERMAN BACKGROUND EVEN THOUGH HE WAS BORN IN ENGLAND.

2685

A. YES

2685

*B. NO

2685

2685

SLATERS WIFE CAME TO THE U. S. WITH HIM.

2686

A. YES

2686

*B. NO

2686

STUDENTS WILL SHOW HIS ABILITY TO RECALL AND SELECT CHARACTERISTICS OF COLONIAL AMERICAN HOMES BY MATCHING CHARACTERISTICS IN GIVEN SITUATIONS. %3 0120

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

- C. FRANCE.
D. SPAIN.

2300388

2300388

WINDOWS IN THE HOMES OF EARLY COLONIAL SETTLERS WERE QUITE SMALL BECAUSE

2300389

2300389

A. THEY PROVIDED PRIVACY FOR THE PEOPLE.

2300389

B. THE INDIANS COULD NOT SHOOT INSIDE AS EFFECTIVELY.

2300389

*C. GLASS WAS IMPORTED AND EXPENSIVE IN THOSE DAYS.

2300389

D. IT WAS EASIER TO CONSTRUCT A WALL WITH SMALLER OPENINGS.

2300389

MANY OF THE HOUSES IN COLONIAL NEW ENGLAND HAD CELLARS BECAUSE THEY

2300390

2300390

A. HAD HAD THEM IN ENGLAND.

2300390

*B. NEEDED THEM FOR FROST-FREE STORAGE.

2300390

C. HID IN THEM WHEN ATTACKED.

2300390

D. HELD SECRET RELIGIOUS MEETINGS IN THEM.

2300390

THE STUDENT WILL SHOW HIS KNOWLEDGE OF HOMES AND SCHOOLS IN PLYMOUTH COLONY BY CLASSIFYING GIVEN EXAMPLES. %20□

0434

DIRECTIONS - LISTED BELOW ARE SOME SENTENCES. READ EACH CAREFULLY. IF THE STATEMENT IS TRUE ABOUT THE PLYMOUTH COLONY, CIRCLE THE *A*. IF IT IS FALSE, CIRCLE THE *B*.

THE PILGRIMS HAD *NO* MATCHES. *A

3128

IF THE FIRE DIED IT WAS STARTED BY RUBBING STICKS TOGETHER. *B

3129

(MOST OF THE FAMILIES IN PLYMOUTH LIVED ON FARMS. *B

3130

MOST OF THEIR CLOTHES WERE HOMEMADE. *A

3131

BREAKFAST WAS USUALLY CORNMEAL MUSH AND MILK. *A

3132

THEIR HOMES WERE *ALWAYS* WARM. *B

3133

THEY ATE THEIR BIG MEAL AT NOON. *A

3134

THE OLDER CHILDREN USED A WIDE BOARD FOR A DESK. *A

3135

THE CHILDREN WORKED SUMS ON A CHALKBOARD. *B

3136

THE CHILDREN USED PENS MADE FROM A WING FEATHER OF A TURKEY OR CHICKEN. *A

3137

3137

THE CHILDREN READ INTERESTING STORIES. *B

3138

HORNBOOKS WERE MADE OF THIN PIECES OF WOOD. *A

3139

THE CHILDREN LEARNED THEIR NUMBERS, THEIR ABC'S, AND TO READ THE BIBLE. *A

3140

3140

THE PARENTS PAID THE TEACHERS WITH MONEY. *B

3141

THE PARENTS DONATED THE WOOD TO HEAT THE SCHOOL. *A

3142

THE FAMILY ATE ON PEWTER PLATES. *B 3144

THEY ATE WITH WOODEN OR PEWTER SPOONS. *A 3145

WATER WAS KEPT IN BUCKETS MADE OF CLAY. *B 3146

THE WOMEN HAD MANY KINDS OF WORK TO DO IN THE HOME. *A 3147

THE STUDENT WILL DISPLAY HIS KNOWLEDGE OF THE COSTUMES OF COLONIAL AMERICANS BY RELATING THEM TO THEIR DAILY LIVES. %4 0129

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

CHILDREN WERE DRESSED EXACTLY LIKE ADULTS IN COLONIAL AMERICA, AFTER THEY WERE 2300413

*A. 6 YEARS OLD. 2300413

B. 12 YEARS OLD. 2300413

C. 16 YEARS OLD. 2300413

D. 21 YEARS OLD. 2300413

SHOES WORE OUT SOONER IN COLONIAL AMERICA MAINLY BECAUSE 2300414

A. THEY WERE NOT WELL MADE. 2300414

B. THEY WERE NOT TAKEN CARE OF WELL. 2300414

C. ONLY THE WORKMEN WORE SHOES. 2300414

*D. PEOPLE WALKED NEARLY EVERYWHERE. 2300414

THE FIRST MATERIAL USED TO MAKE CLOTHES BY NEW ENGLAND COLONISTS WAS 2300415

A. WOOL. 2300415

B. COTTON. 2300415

C. BURLAP. 2300415

*D. LINEN. 2300415

THE DRESS OF THE FIRST SETTLERS AT PLYMOUTH WAS PRIMARILY DETERMINED BY WHAT 2300416

A. THE FRIENDLY INDIANS LOANED THEM. 2300416

B. THEY COULD MAKE FROM THE SKINS OF ANIMALS. 2300416

*C. PEOPLE OF THEIR SOCIAL CLASS IN ENGLAND WERE WEARING. 2300416

D. THE EARLIER SPANISH SETTLERS HAD WORN. 2300416

THE STUDENT WILL SHOW HE IS ABLE TO REGALL THE CHARACTERISTICS AND EFFECTS OF THE STANDARD OF HEALTH OF COLONIAL AMERICANS BY SELECTING CORRECT ANSWERS IN GIVEN SITUATIONS. %4 0125

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES. 0001

THE HEALING ABILITY OF MOST OF THE DOCTORS IN COLONIAL AMERICA SEEMED TO BE ABOUT THE SAME AS THAT OF

2300400
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2300400

- A. THE PLANTER'S WIFE.
- B. THE INDIAN MEDICINE MAN.
- C. THE IMPORTED EUROPEAN DOCTOR.
- *D. ALL OF THE ABOVE

THE JOB OF THE DENTIST IN COLONIAL AMERICA WAS OFTEN DONE BY

2300401
2300401
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2300401
2300401

- A. STRONG MEN.
- B. BARBERS.
- C. BLACKSMITHS.
- *D. ALL OF THE ABOVE

TO BE MARRIED MORE THAN ONE TIME DURING A LIFETIME IN COLONIAL AMERICA WAS

2300402
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2300402
2300402
2300402

- A. UNHEARD OF.
- B. UNUSUAL.
- *C. COMMON.
- D. REQUIRED.

THE STUDENT WILL SHOW HIS ABILITY TO RECALL METHODS OF PUNISHMENT USED BY COLONIAL AMERICANS BY MATCHING THE METHOD TO THE OFFENSE.
%10

0127

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

THE PURITANS FELT THAT IT WAS THEIR DUTY TO PUNISH PEOPLE WHO SINNED. THEIR MOST FREQUENTLY USED METHOD ALWAYS INVOLVED

2300405
2300405
2300405
2300405
2300405
2300405

- A. PHYSICALLY PUNISHING THEM.
- *B. HUMILIATING THEM.
- C. JAILING THEM.
- D. SENDING THEM BACK TO ENGLAND.

THE STUDENT WILL BE ABLE TO ASSESS INFORMATION BY CLASSIFYING THE VALIDITY OF CONCLUSIONS. %50

DIRECTIONS - READ THE STORY BELOW CAREFULLY AND THEN READ EACH OF THE STATEMENTS FOLLOWING IT. DECIDE WHETHER THE STATEMENT IS PROBABLY TRUE, PROBABLY FALSE, OR THAT YOU ARE UNABLE TO SAY WHETHER IT IS TRUE OR FALSE FROM THE INFORMATION PROVIDED IN THE STORY.

THE LONDON COMPANY SENT A MAN FROM ENGLAND TO HELP THE COLONIES TO MAKE LAWS. HE WAS THE GOVERNOR OF THE COLONY. THE GOVERNOR AND THE MEN WHO HELPED HIM WERE KNOWN AS THE GOVERNORS COUNCIL, BUT MOST OF THE LAWS WERE STILL MADE BY A COUNCIL IN ENGLAND.

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THE NEW GOVERNOR CALLED THE PLANTERS TOGETHER AND THEY DECIDED TO HAVE SEVERAL PLANTATIONS JOIN TOGETHER TO FORM A COUNTY. THE PLANTERS IN THE COUNTY SENT TWO MEN TO JAMESTOWN TO REPRESENT THEM IN THE ASSEMBLY. THERE IN ONE BIG MEETING THEY HELPED MAKE MANY OF THE RULES FOR VIRGINIA.

THE LONDON COMPANY WAS A POWERFUL COMPANY.

- *A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

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THE COLONISTS DID *NOT* LIKE THE FIRST GOVERNOR.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

3116
3116
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3116

THE PLANTERS LIKED TO HAVE THEIR LAWS MADE IN ENGLAND.

- A. PROBABLY TRUE
- *B. PROBABLY FALSE
- C. CAN'T SAY

3117
3117
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3117

THE ASSEMBLY MEETINGS WERE HAPPY TIMES.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

3118
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THE LAWS MADE IN THE FIRST ASSEMBLY MEETING WERE GOOD ONES.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- *C. CAN'T SAY

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THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE CHARACTERISTICS OF GOVERNMENTAL ORGANIZATION IN COLONIAL AMERICA BY IDENTIFYING THEM IN GIVEN SITUATIONS. #30

0130

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

THE PERSON WITH THE MOST POLITICAL CONTROL IN EARLY NEW ENGLAND COLONIES WAS USUALLY THE

2300417
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2300417

- *A. OLDEST MAN.
- B. MOST EXPERIENCED MAN.
- C. STOREKEEPER.
- D. PREACHER.

IN EARLY NEW ENGLAND EVERY VOTER HAD AN EQUAL CHOICE IN THE GOVERNMENT. A MAN COULD VOTE IF HE

2300418
2300418
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2300418
2300418

- A. OWNED LAND.
- B. WAS A CHURCH MEMBER.
- *C. BOTH OF THE ABOVE

THE WORD COMMON IN EARLY NEW ENGLAND COLONIES REFERRED TO THE

2300419
2300419
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2300419
2300419

- A. MEETING HOUSE.
- B. CHURCH BUILDING.
- *C. PASTURE USED BY ALL.
- D. ORDINARY MAN.

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

THE FIRST RECORD OF EUROPEANS COMING TO NORTH AMERICA WITH THE IDEA OF STAYING WAS IN

2300428
2300428
2300428
2300428
2300428

- A. 1492.
- *B. 1564.
- C. 1603.
- D. 1776.

TO TRAVEL FROM THE AMERICAN COLONIES TO ENGLAND TOOK ABOUT

2300429
2300429
2300429
2300429
2300429

- A. A WEEK.
- *B. A MONTH.
- C. THREE MONTHS.
- D. SIX MONTHS.

LATE IN THE SEVENTEENTH CENTURY WHEN ENGLAND TRIED TO GRAB ALL THE PROFITS FROM HER COLONIES BY RESTRICTING THEIR IMPORTS, THE COLONISTS

2300430
2300430
2300430
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2300430

- A. STOPPED TRADING.
- B. TRADED ONLY WITH THE FRENCH.
- C. TRADED ONLY WITH THE INDIANS.
- *D. STARTED SMUGGLING.

OFFICIALLY THE COLONIAL PERIOD IN OUR COUNTRY ENDED IN

2300431
2300431
2300431
2300431
2300431
2300431

- A. 1492.
- B. 1588.
- C. 1619.
- D. 1752.
- *E. 1776.

THE COLONISTS IN THE SOUTH IMPORTED ITEMS FROM ENGLAND WHILE THOSE OF THE NORTH OFTEN DID NOT BECAUSE

2300432
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2300432

- A. THE SOUTHERNERS GOT ALONG BETTER WITH THE MOTHER COUNTRY.
- B. THE NORTHERNERS PREFERRED TO REMAIN INDEPENDENT.
- *C. THE SOUTHERNERS COULD EXPORT TOBACCO TO GET MONEY.
- D. THE NORTHERNERS TRADED MORE WITH THE INDIANS AND DID NOT NEED EUROPEAN GOODS.

THE EARLY SETTLERS AT JAMESTOWN DID LITTLE TO PLANT CROPS OR CONSTRUCT SOLID AND ATTRACTIVE BUILDINGS BECAUSE

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2300433

- A. THEY WERE MOSTLY FROM CITIES AND DID NOT KNOW HOW.
- *B. THEY WERE IN AMERICA FOR GOLD AND NOT FOR A HOME.
- C. THE INDIANS PREVENTED THEM FROM DOING THESE THINGS.
- D. THEY WERE SO BUSY HUNTING AND GATHERING THAT THERE WAS NO TIME LEFT.

4. U.S. CONSTITUTION

THE STUDENT WILL BE ABLE TO DISTINGUISH BETWEEN THE ARTICLES OF

IF IT REFERS TO THE CONSTITUTION

AVE THE CONGRESS THE RIGHT TO MAKE LAWS FOR ALL THE PEOPLE. *B

2301870

STATE BOUNDARIES HAD TO BE SETTLED BEFORE IT WENT INTO EFFECT.

2301872

THE CONTINENTAL CONGRESS WAS THE NATIONAL GOVERNMENT. *A

2301873

MADE NO PROVISION FOR EXECUTIVE AUTHORITY. *A

2301874

THE LAWS OF THE FEDERAL GOVERNMENT BECAME THE HIGHEST LAW OF THE LAND. *B

2301875
2301879

HOSE WHO OPPOSED IT WERE CALLED ANTI-FEDERALISTS. *B

2301876

ONGRESS COULD NOT RAISE MONEY DIRECTLY. *A

2301877

HE PEOPLE WERE TO CHOOSE A PRESIDENT AND MEMBERS OF CONGRESS.

2301878

ONGRESS HAD NO POWER TO ENFORCE LAWS. *A

2301880

5. MONROE DOCTRINE

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE VALUE OF THE MONROE DOCTRINE TO LATIN AMERICA BY CITING AN EXAMPLE WHERE THE MONROE DOCTRINE HAS PROVED VALUABLE. %10

0046

DIRECTIONS - MARK THE CORRECT ANSWER FROM THE GIVEN LIST OF CHOICES.

0001

IN 1823, PRESIDENT MONROE WARNED THE REST OF THE WORLD THAT THE UNITED STATES WOULD NOT PERMIT EUROPEAN NATIONS TO BUILD NEW COLONIES IN LATIN AMERICA. THE *BEST* REASON THAT THIS WARNING, CALLED THE MONROE DOCTRINE, HELPED LATIN AMERICA IS THAT IT

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2300060

A. KEPT THE NEW NATIONS OF SOUTH AMERICA FROM FIGHTING WITH EACH OTHER.

2300060

2300060

B. SET UP NEW SCHOOLS FOR THE EDUCATION OF THE INCA INDIANS.

2300060

C. FORCED THE GREAT NATIONS OF EUROPE TO SEND LARGER ARMIES TO THEIR OLD COLONIES IN LATIN AMERICA.

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2300060

*D. LEFT LATIN AMERICA ALONE TO BEGIN ITS OWN GROUP OF NATIONS.

2300060

6. THE WAR BETWEEN THE STATES

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY THE CENTRAL ISSUE BY SELECTING IT AFTER READING A GIVEN SELECTION. %10

0305

DIRECTIONS - READ THE FOLLOWING PARAGRAPH.

268

0221

SOME OF THE IMPORTANT EVENTS THAT PRECEDED THE CIVIL WAR INCLUDED THE COMPROMISE OF 1850, THE SEVENTH OF MARCH SPEECH BY DANIEL WEBSTER, THE KANSAS-NEBRASKA, THE FORMATION OF THE REPUBLICAN PARTY, TROUBLE IN KANSAS, THE DRED SCOTT CASE, THE LINCOLN-DOUGLAS DEBATES, AND THE ELECTION OF LINCOLN AS PRESIDENT. IN 1860 AS THE NEWLY ELECTED PRESIDENT SAID FAREWELL TO SPRINGFIELD, ILLINOIS, BEFORE LEAVING FOR WASHINGTON, CERTAIN PEOPLE IN THE SOUTH WERE ALREADY THINKING OF SECESSION FROM THE UNION.

SELECT THE SENTENCE THAT TELLS THE MAIN IDEA OF THIS PARAGRAPH.

- A. THE MAIN CAUSE OF THE CIVIL WAR WAS THE ELECTION OF LINCOLN. 2638
- *B. THERE WERE MANY EVENTS THAT LED TO THE SECESSION OF THE SOUTH FROM THE UNION CULMINATED BY THE ELECTION OF LINCOLN IN 1860. 2638
- C. LINCOLN LEFT FOR WASHINGTON AFTER BEING ELECTED PRESIDENT IN 1860. 2638

THE CHILD WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN FACTS THAT ARE RELEVANT AND FACTS THAT ARE NOT RELEVANT TO A SITUATION OR PROBLEM BY CORRECTLY CLASSIFYING GIVEN PHRASES. %10

DIRECTIONS -- IF YOU WISHED TO PROVE THAT ABRAHAM LINCOLN WAS ONE OF THE GREAT PRESIDENTS OF OUR COUNTRY, WHICH OF THE FOLLOWING STATEMENTS COULD YOU USE AS PROOF? MARK *A* BEFORE THE STATEMENT IF YOU COULD USE IT AS PROOF. MARK *B* IF YOU COULD NOT USE IT. 0083

- HE ISSUED THE ORDER THAT FREED THE SLAVES. *A 2777
- HE WAS A LAWYER IN ILLINOIS. *B 2778
- HE WAS ASSASSINATED. *B 2779
- HE WROTE THE GETTYSBURG ADDRESS. *A 2780
- HE LIKED TO READ. *B 2781
- HE WAS PRESIDENT DURING THE CIVIL WAR. *A 2782
- HE IS BURIED IN ILLINOIS. *B 2783
- HIS HEAD IS ON A U. S. COIN. *A 2784
- THERE IS A MONUMENT ERECTED TO HIM IN WASHINGTON, D. C. *A 2785
- HE WORE A BEARD AND A TALL BLACK HAT. *B 2786

THE STUDENT WILL BE ABLE TO DISTINGUISH BETWEEN MEN WHO WERE ASSOCIATED WITH THE NORTH AND THOSE ASSOCIATED WITH THE SOUTH DURING THE CIVIL WAR. %14

DIRECTIONS

THE FOLLOWING LIST OF MEN WERE CONNECTED WITH THE CIVIL WAR. IF THE MAN WAS DIRECTLY CONNECTED WITH THE NORTH, CIRCLE THE *N*.

IF THE MAN WAS DIRECTLY CONNECTED WITH THE SOUTH, CIRCLE THE *S*.

JEFFERSON DAVIS *S	2302038
IRVIN MC DOWELL *N	2302039
PIERRE T. BEAUREGARD *S	2302040
GEORGE R. MC CLELLAN *N	2302041
STONEWALL JACKSON *S	2302042
ALBERT S. JOHNSTON *S	2302043
WILLIAM SHERMAN *N	2302044
JAMES LONGSTREET *S	2302045
DAVID G. FARRAGUT *N	2302046
ROBERT E. LEE *S	2302047
ULYSSES S. GRANT *N	2302048
STEPHEN A. DOUGLAS *N	2302049
HARRIET BEECHER STOWE *N	2302050
MAJOR ROBERT ANDERSON *N	2302051

7. IMMIGRATION

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO INTERPRET STATISTICAL INFORMATION AS DERIVED FROM GRAPHS AND TABLES BY SELECTING THE BEST RESPONSE TO QUESTIONS ABOUT POPULATION SHIFTS. 980

USE THE IMMIGRATION GRAPH TO ANSWER THE FOLLOWING QUESTIONS. UNDERLINE THE PHRASE WHICH BEST COMPLETES EACH STATEMENT.

THE TIME OF GREATEST IMMIGRATION WAS ALSO THE TIME OF	2301433
A. DEPRESSION.	2301433
B. WESTWARD EXPANSION.	2301433
*C. INDUSTRIAL GROWTH.	2301433
D. CIVIL WAR.	2301433

THE EUROPEANS WHO FIRST CAME FROM EUROPE WERE MOSTLY FROM	2301434
*A. NORTHERN AND WESTERN EUROPE.	2301434
B. RUSSIA AND COUNTRIES OUTSIDE OF EUROPE.	2301434
C. SOUTHERN AND EASTERN EUROPE.	2301434
D. NORTHERN AND SOUTHERN EUROPE.	2301434

THE GREATEST NUMBER OF SOUTHERN AND EASTERN EUROPEANS ENTERED THE UNITED STATES BETWEEN	2301435
A. 1890-1900.	2301435
B. 1940-1950.	2301435
	2301435

- C. 1910-1920.
- *D. 1900-1910.

2301435
2301435

THE GREATEST WAVE OF IMMIGRATION FROM SOUTHERN AND EASTERN EUROPE CAME DURING

- A. A PERIOD OF WAR.
- B. A PERIOD OF DEPRESSION.
- *C. A PERIOD OF INDUSTRIAL GROWTH.
- D. A PERIOD OF FARM GROWTH.

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IN 1790, THE PERCENTAGE OF AMERICANS LIVING IN RURAL AREAS WAS

- *A. 95%.
- B. 80%.
- C. 10%.
- D. 5%.

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IN 1790, THE PERCENTAGE OF PEOPLE WHO LIVED IN URBAN AREAS WAS

- A. 90%.
- *B. 5%.
- C. 19%.
- D. 40%.

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IN 1965 THE PERCENTAGE OF PEOPLE LIVING IN RURAL AREAS WAS

- *A. 35%.
- B. 65%.
- C. 60%.
- D. 20%.

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2301439

IN 1965 THE PERCENTAGE OF PEOPLE LIVING IN URBAN AREAS WAS

- *A. 65%.
- B. 35%.
- C. 20%.

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2301440

THE STUDENT WILL BE ABLE TO RECOGNIZE THE PROBLEMS DIFFERENT NATIONALITIES AND RACES HAD AS THEY ENCOUNTERED AN ESTABLISHED CULTURE AND THE WAYS IN WHICH THEY TRIED TO SOLVE THEM IN GIVEN SITUATIONS. %8

DIRECTIONS-- CIRCLE THE LETTER OF THE BEST CHOICE.

MANY IMMIGRANTS FELT LONELY IN AMERICA BECAUSE

- *A. THE CUSTOMS OF THEIR COUNTRIES WERE DIFFERENT.
- B. THEY COULDN'T FIND A PLACE TO LIVE.
- C. THEY COULDN'T FIND GOOD JOBS.
- D. THEY WEREN'T ABLE TO READ.

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MANY AMERICANS DISLIKED THE IMMIGRANTS BECAUSE OF ALL OF THE FOLLOWING *EXCEPT*

- A. THE AMERICANS FEARED THE IMMIGRANTS WOULD TAKE THEIR JOBS.
- B. THE CUSTOMS OF IMMIGRANTS SEEMED STRANGE.
- *C. THE AMERICANS THOUGHT THE IMMIGRANTS WERE TOO ROUGH.
- D. SOME OF THE IMMIGRANTS WERE NOT USED TO A DEMOCRATIC WAY OF LIFE.

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MANY IMMIGRANTS PROTECTED THEMSELVES BY

- *A. CHANGING PARTS OF CITIES INTO ISLANDS.
- B. WORKING HARDER THAN AMERICANS.
- C. LEARNING A LOT MORE THAN AMERICANS.

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D. FIGHTING WITH THEIR AMERICAN NEIGHBORS.

2301443

MOST IMMIGRANTS FROM SOUTHERN AND EASTERN EUROPE CHOSE TO LIVE IN THEIR OWN COMMUNITIES IN

2301444

A. THE COUNTRY.

2301444

B. THE WEST.

2301444

*C. THE CITIES.

2301444

D. THE FORESTS.

2301444

IMMIGRANTS FROM NORTHERN EUROPE WERE MOSTLY ACCEPTED BY AMERICANS BECAUSE

2301445

2301445

*A. THEY SEEMED MORE LIKE AMERICANS.

2301445

B. THEY HAD LOTS OF NEEDED SKILLS.

2301445

C. THEY HAD MORE MONEY.

2301445

D. THEY COULD SPEAK ENGLISH.

2301445

IN COMPARISON WITH NORTHERN EUROPEAN IMMIGRANTS, PEOPLE FROM SOUTH AND EAST EUROPE WERE

2301446

2301446

A. VERY WELL ACCEPTED.

2301446

*B. NOT AS WELL ACCEPTED.

2301446

C. WERE LIKED BY THE IRISH.

2301446

D. WERE LIKED BY THE ENGLISH.

1446

THE GROUP WHOSE MEMBERS SETTLED BOTH IN CITIES AND IN THE WEST WAS THE

2301447

2301447

*A. GERMANS.

2301447

B. IRISH.

2301447

C. ITALIANS.

2301447

D. GREEKS.

2301447

THE IRISH PEOPLE WHO SETTLED HERE AFTER 1850 CHOSE TO LIVE IN

2301448

2301448

A. SOUTHERN CITIES.

2301448

B. WESTERN FARMS.

2301448

*C. NORTHEASTERN CITIES.

2301448

D. GOLD MINING REGIONS.

2301448

THE STUDENT WILL BE ABLE TO RECOGNIZE THE REASONS FOR THE IMMIGRATION OF VARIOUS GROUPS BY IDENTIFYING THESE REASONS FROM A LIST OF RESPONSES. %10

0324

DIRECTIONS - SELECT THE ANSWER WHICH BEST COMPLETES EACH STATEMENT. PLACE THE LETTER OF YOUR ANSWER TO THE LEFT OF EACH ITEM.

IMMIGRANT GROUPS LEFT THEIR HOME LANDS BECAUSE OF ALL OF THE FOLLOWING REASONS *EXCEPT*

2196

2196

A. RELIGIOUS PERSECUTION.

2196

B. POLITICAL INJUSTICE.

2196

*C. ECONOMIC HARDSHIPS.

2196

*D. NATIVE LOYALTIES.

2196

THE STUDENT WILL ANALYZE A GIVEN SITUATION AND PREDICT THE RATE OF ASSIMILATION OF VARIOUS INDIVIDUALS INTO A 19TH CENTURY AMERICAN COMMUNITY. %40

292

READ THE PARAGRAPH, THEN UNDERLINE THE ANSWER WHICH BEST

COMPLETES EACH STATEMENT.

THERE WERE SEVERAL NEW CHILDREN IN THE FRONTIER COMMUNITY OF DODGE CITY THIS YEAR 1883. THERE WAS ANDREW LEE, A CHINESE BOY WHO COULD NOT SPEAK ENGLISH. THERE WAS ALSO MARY BROWN, AN ENGLISH GIRL WHO WAS OF THE PROTESTANT FAITH AND SALLY HARRIGAN, AN IRISH GIRL OF THE ROMAN CATHOLIC FAITH. FAITH JOHNSON, AN IRISH PROTESTANT, ARRIVED LATER IN THE YEAR AS DID DOMNIC ARIB, A DARK SKINNED MOSLEM BOY.

MARY BROWN WILL PROBABLY BE ACCEPTED

- *A. IMMEDIATELY.
- B. AFTER A WHILE.
- C. NOT FOR A LONG TIME.
- D. AFTER SALLY HARRIGAN.

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SALLY HARRIGAN WILL PROBABLY BE ACCEPTED

- *A. BEFORE ANDREW LEE.
- B. BEFORE MARY BROWN.
- C. BEFORE FAITH JOHNSON.
- D. AFTER DOMONIC ARIB.

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DOMONIC ARIB WILL PROBABLY BE ACCEPTED

- *A. AFTER EVERYONE ELSE.
- B. BEFORE EVERYONE ELSE.
- C. BEFORE MARY BROWN.
- D. BEFORE ANDREW LEE.

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ANDREW LEE WILL PROBABLY BE ACCEPTED BEFORE

- *A. DOMONIC ARIB.
- B. SALLY HARRIGAN.
- C. FAITH JOHNSON.
- D. MARY BROWN.

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2301452

B. WORLD WAR I

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE FACTORS INVOLVED IN FACTS AND OPINIONS BY SELECTING THE STATEMENTS WHICH WOULD BE *MOST* DIFFICULT TO PROVE. 10

0304

DIRECTIONS - IN EACH SET OF STATEMENTS, ONE OF THE FOUR ITEMS WOULD BE MORE DIFFICULT TO *PROVE* THAN THE OTHER THREE. SELECT THE STATEMENT *MOST DIFFICULT* TO PROVE.

0219

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE

2613

A. THE HAPSBURG FAMILY RULED IN AUSTRIA-HUNGARY.

2613

*B. THE ASSASSINATION OF THE AUSTRIAN CROWN PRINCE WAS THE CAUSE OF WORLD WAR I.

2613

C. GERMANY DECLARED WAR ON RUSSIA.

2613

D. GREAT BRITAIN SENT TROOPS TO BELGIUMS AID.

2613

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE

2614

*A. WOODROW WILSON WAS A BETTER COLLEGE PRESIDENT THAN PRESIDENT

2614

2614

- OF THE U. S.
- B. WILSON ADVISED THE AMERICAN PEOPLE THAT THE U. S. MUST REMAIN NEUTRAL.
 - C. BECAUSE OF THE PROTESTS OF WILSON, THE GERMANS PLEDGED NOT TO SINK PASSENGER LINERS WITHOUT GIVING WARNING.
 - D. THE ZIMMERMAN MESSAGE WAS SENT TO THE GERMAN MINISTER IN MEXICO CITY.

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2614

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

- A. AMERICA'S PRODUCTIVE POWER HELPED WIN THE WAR.
- B. THE RUSSIAN CZAR WAS OVERTHROWN IN 1917.
- C. GERMANY WAS MORE TO BLAME FOR CAUSING THE WAR THAN ANY OTHER COUNTRY.
- D. THE LEAGUE OF NATIONS WAS PROVIDED FOR IN THE TREATY OF VERSAILLES.

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2615

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

- A. CLEMENCEAU HAD A GREATER GRASP OF THE WAR AIMS THAN LLOYD GEORGE.
- B. THE WAR ON THE GROUND WAS FOUGHT PRIMARILY AS ONE OF TRENCH WARFARE.
- C. RUSSIA SIGNED A SEPARATE PEACE TREATY WITH GERMANY.
- D. THERE WERE 124 AMERICANS DROWNED AMONG THE ELEVEN HUNDRED CASUALTIES FROM THE LUIGSTANIA.

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2616

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

- A. THE U. S. DID NOT SIGN THE VERSAILLES TREATY.
- B. PRESIDENT WILSON WANTED A PEACE WITHOUT VICTORY.
- C. CONGRESS AND PRESIDENT WILSON DID NOT AGREE ON THE LEAGUE OF NATIONS.
- D. IF THE U. S. HAD JOINED THE LEAGUE, WORLD WAR II COULD HAVE BEEN AVOIDED.

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WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

- A. LLOYD GEORGE OPPOSED WILSON'S PLAN FOR FREEDOM OF THE SEAS.
- B. THE ALLIED LEADERS MADE A PEACE TREATY THAT WAS OPPOSED TO MANY VIEWS HELD BY WILSON.
- C. THE ALLIED ARMIES SHOULD HAVE REMAINED IN GERMANY TO KEEP THE PEACE.
- D. SENATOR BORAH OPPOSED WILSON REGARDING THE LEAGUE OF NATIONS.

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WHICH OF THE FOLLOWING WOULD BE THE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

- A. GERMAN SUBMARINES CONTRIBUTED MUCH TO HER NAVAL POWER.
- B. GENERAL PERSHING WAS A BETTER MILITARY LEADER THAN MARSHALL FOCH.
- C. THE AMERICAN ARMY DID NOT DO MUCH FIGHTING UNTIL 1918.
- D. THIS WAS THE FIRST WAR TO USE AIRPLANES AS A FIGHTING FORCE.

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WHICH OF THE FOLLOWING WOULD BE THE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

- A. PATRIOTISM DECLINED IN AMERICA AFTER WORLD WAR I.
- B. THERE WERE MANY FACTORY CLOSINGS IMMEDIATELY AFTER THE WAR.
- C. PROHIBITION *ALCOHOLIC LIQUOR* BECAME A NEW AMENDMENT WHILE THE BOYS WERE IN EUROPE.
- D. INFLATION TOOK MUCH OF THE WORKERS PAY.

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WHICH OF THE FOLLOWING WOULD BE THE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

- A. THE U.S. HAD MORE MEN UNDER ARMS IN WORLD WAR I THAN IN ANY OTHER WAR UP TO THAT TIME.
- B. WE LOST A GREAT PART OF OUR MERCHANT FLEET DURING THE WAR.
- C. THE BRITISH BLOCAD OF GERMAN PORTS WAS VERY EFFECTIVE.
- *D. GERMANY WOULD LIKELY HAVE WON THE WAR IF SHE HAD DOUBLED THE NUMBER OF SUBMARINES AND OTHER NAVAL VESSELS SHE ORIGINALLY STARTED WITH.

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WHICH OF THE FOLLOWING WOULD BE THE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

- A. THE COLLAPSE OF RUSSIA ENABLED GERMANY TO INCREASE HER MILITARY STRENGTH ON THE WESTERN FRONT.
- *B. THE AMERICAN SOLDIER WAS A BETTER FIGHTING MAN THAN THE FRENCH SOLDIER.
- C. DURING MAY AND JUNE OF 1918 MORE THAN 500,000 AMERICAN SOLDIERS WERE SENT TO EUROPE.
- D. THE GREATEST USE OF AMERICAN TROOPS, AS A FIGHTING FORCE, WAS IN THE MEUSE-ARGONNE OFFENSIVE.

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THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE FACTORS INVOLVED IN FACTS AND OPINIONS BY SELECTING THE STATEMENTS WHICH WOULD BE *MOST* DIFFICULT TO PROVE. #10

0304

DIRECTIONS - IN EACH SET OF STATEMENTS, ONE OF THE FOUR ITEMS WOULD BE MORE DIFFICULT TO *PROVE* THAN THE OTHER THREE. SELECT THE STATEMENT *MOST DIFFICULT* TO PROVE.

0219

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

- A. WOMEN WERE GIVEN THE RIGHT TO VOTE BY THE PASSAGE OF THE 19TH AMENDMENT.
- B. THE FIRST RADIO STATION WAS KDKA, PITTSBURGH.
- *C. WARREN G. HARDING PROVED TO BE A BETTER PRESIDENT THAN WOODROW WILSON.
- D. IN 1921 IOWA PASSED A LAW PERMITTING ADULTS TO PURCHASE CIGARETTES.

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WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

- A. PASSENGER CAR REGISTRATION REACHED 8,225,859 IN 1920.
- B. DAILY RADIO BROADCASTING STARTED IN NEW YORK CITY IN 1922.
- *C. JACK DEMPSEY WAS A BETTER FIGHTER THAN GENE TUNNEY.
- D. YES, WE HAVE NO BANANAS WAS A POPULAR SONG IN 1923.

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WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

- *A. BUSINESS WOULD BE BETTER WITHOUT LABOR UNIONS.
- B. REGULAR AIR MAIL SERVICE BETWEEN THE EAST AND WEST COASTS STARTED IN 1924.
- C. CALVIN COOLIDGE WAS ELECTED PRESIDENT IN 1924.
- D. FLORIDA EXPERIENCED A LAND BOOM IN 1925 AND THE VALUE OF LAND ROSE SHARPLY.

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WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE?

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- A. THE UNVEILING OF FORDS MODEL A IN MAJOR CITIES CAUSED LARGE CROWDS TO GATHER. 2626
- B. THE FIRST SOUND MOVIE, THE JAZZ SINGER, WAS A BIG HIT. 2626
- C. CONTRACT BRIDGE WAS INTRODUCED IN 1926. 2626
- *D. RUDOLPH VALENTINO WAS A BETTER ACTOR THAN JOHN WAYNE. 2626

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE? 2627

- A. RED GRANGE WAS ONE OF THE GREAT FOOTBALL STARS FROM THE UNIVERSITY OF ILLINOIS. 2627
- *B. JOHN T. SCOPES, A BIOLOGY TEACHER, VIOLATING A STATE LAW BY TEACHING DARWINS THEORY OF EVOLUTION, SHOULD HAVE BEEN JAILED INSTEAD OF BEING FINED ONE HUNDRED DOLLARS. 2627
- C. LINDBERG WAS THE FIRST TO FLY THE ATLANTIC IN A SOLO FLIGHT. 2627
- D. BABE RUTH HIT 60 HOME RUNS IN 1927. 2627

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE? 2628

- A. STOCK PRICES ROSE TO NEW LEVELS IN 1928, AT G T SOLD FOR 179 DOLLARS A SHARE. 2628
- *B. AL SMITH WOULD HAVE MADE A BETTER PRESIDENT THAN HERBERT HOOVER. 2628
- C. ABOUT 500 MURDERS WERE COMMITTED IN CHICAGO IN THE TEN YEARS BEFORE 1930. 2628
- D. AT G T SOLD FOR 304 DOLLARS A SHARE IN SEPTEMBER OF 1929. 2628

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE? 2629

- A. AL CAPONE WAS A GANG LEADER IN CHICAGO DURING THE 1920'S. 2629
- B. MANY BANKS CLOSED FOR A PERIOD DURING THE DEPRESSION YEARS OF 1930'S. 2629
- C. THE WPA WAS ESTABLISHED TO EMPLOY JOBLESS PEOPLE. 2629
- *D. HERBERT HOOVER AND THE REPUBLICANS WERE RESPONSIBLE FOR THE DEPRESSION. 2629

WHICH OF THE FOLLOWING WOULD BE THE *MOST* DIFFICULT TO PROVE TRUE OR FALSE? 2630

- A. FDR'S PROGRAM WAS CALLED THE NEW DEAL. 2630
- B. THE SOCIAL SECURITY ACT PROVIDED FOR UNEMPLOYMENT AND OLD-AGE INSURANCE. 2630
- *C. THE DEMOCRATS HAD BETTER PLANS, AND BETTER PROGRAMS, THAN THE REPUBLICANS IN HANDLING THE DEPRESSION. 2630
- D. THE TVA WAS CREATED TO DEVELOP BOTH THE SOCIAL AND ECONOMIC WELL-BEING OF THE TENNESSEE VALLEY REGION. 2630

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE? 2631

- *A. THE WALL STREET BANKERS AND BIG MONEY INTERESTS CAUSED THE STOCK MARKET CRASH OF 1929. 2631
- B. JOHN STEINBECK WROTE ABOUT THE DEPRESSION IN HIS POPULAR BOOK, *THE GRAPES OF WRATH.* 2631
- C. IN DEPRESSION DAYS, MAKESHIFT SHACKS THAT SPRANG UP ON THE OUTSKIRTS OF CITIES WERE CALLED HOOVERVILLES. 2631
- D. THE WORD OKIE, MEANING A MIGRANT AGRICULTURAL WORKER, ESPECIALLY ONE FROM OKLAHOMA, WAS A POPULAR EXPRESSION USED TO DESCRIBE DOWN-AND-OUTERS. 2631

WHICH OF THE FOLLOWING WOULD BE *MOST* DIFFICULT TO PROVE TRUE OR FALSE? 2632

- A. THE GROSS NATIONAL PRODUCT IN 1933 WAS 56 BILLION DOLLARS AND IN 1940 THE GNP WAS 100.6 BILLION. 2632

- *B. THE NEW DEAL WAS AN EXPERIMENT IN NATIONAL SOCIALISM.
- C. EMPLOYMENT ROSE FROM 38.9 MILLION PEOPLE IN 1932 TO 47.5 MILLION IN 1940.
- D. FDR, ON THE RADIO IN 1932, GAVE HIS FAMOUS FORGOTTEN MAN SPEECH.

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